COLLECTIVE PARTICIPATION PROFESSIONAL DEVELOPMENT IN STANDARDS-BASED INSTRUCTION: AN INVESTIGATION OF TEACHER AND ADMINISTRATOR PERCEPTIONS

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To my husband, Geno~

Your undying love and never-ending support helped me to achieve this lifelong objective. Thank you for your continuous belief in me. You are my friend, you are my rock, and you are my true love. I could not have done this without you.

To my sister, Heather~

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To my parents, Darvin and Linda~

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Sherry Wise

COLLECTIVE PARTICIPATION PROFESSIONAL DEVELOPMENT IN STANDARDS-BASED INSTRUCTION: AN INVESTIGATION OF TEACHER AND ADMINISTRATOR PERCEPTIONS

Professional development remains an essential element in school achievement initiatives. There is an increasing need to learn more about the impact of collective participation professional development on teacher perception of initiative trainings. However, it is difficult to understand what meaning and purpose district wide educators and leaders ascribe to the instructional implementation of standards-based instruction given ongoing collective participation in professional development experiences.

This concurrent triangulation mixed methods study examines the shared perception of standards-based instruction given the district's implementation of collective participation professional development. Gaps between what teachers believe is being implemented and what instructional leaders report observing is discussed. Implications and recommendations for professional developers, teachers, and administrators are discussed.

Quantitative survey responses of 99 teachers and 16 instructional leaders from 10 schools together with qualitative replies revealed that teachers and instructional leaders had very different perceptions of SBI and the initiative implemented by the District. Results also revealed that both teachers and instructional leaders had differing perceptions of both their own role and the role of the other. Participants indicate that barriers such as content and resources impaired the implementation.

Given the rigorous demands of school reform, professional development is at the heart of successful implementation. In addition, Standards-Based Instruction is a promising approach to positively influencing student success. Therefore, each must be given ample attention to assist our students with becoming productive adults and citizens.

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Chapter 1. Introduction

The state Standards in Mathematics and English Language Arts were approved by the State Board of Education in February 2014 and were fully implemented in grades K–12 in the 2014–2015 school year. All state schools were required to teach the Standards that align with Common Core State Standards (CCSS). The state Department of Education (FDOE) contracted with the American Institutes for Research (AIR) to develop and administer new statewide assessments. These assessments provided parents, teachers, policy makers and the general public with information regarding how well students were learning the state Standards ("Information for Families," 2014).

English language arts and mathematics curriculum shifted with the implementation of CCSS as it essentially affects all characteristics of public school curriculum, instruction, and standardized assessment (Marrongelle, Sztajn, & Smith, 2013; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Porter, Mcmaken, Hwang, & Yang, 2011). With this shift came a set of standards giving teachers a focus for what students should understand and be able to do (Knight et al., 2013a; Marrongelle, Sztajn, & Smith, 2013). In turn, US schools generated more nationally competitive, college ready graduates (Phillips & Wong, 2010; Porter, Mcmaken, Hwang, & Yang, 2011). Efforts to develop teacher excellence on instruction and student achievement within schools necessitated leaders to look to providers of professional development (PD) for confirmation that their actions aid in the improvement of standardized test scores (Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Wayne, Yoon, Zhu, & Garet, 2008).

If teachers were to improve classroom instruction and student achievement, PD would likely be key to their success (Guskey, 2002b; Marrongelle, Sztajn, & Smith, 2013; Stewart, 2014; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Teachers were continuously involved in

activities that increased knowledge and skill. Workshops, seminars, professional learning communities (PLC), and hallway discussions helped to make up the PD of educators (Desimone, 2009; Guskey, 2002a). Avalos (2011) described PD as a multifaceted procedure requiring specific characteristics. Teachers must have been intellectually and emotionally involved both independently and mutually. They must have possessed both the capability and readiness to survey their current attitudes and views. Finally, teachers must have been willing to seek out and enact suitable alternate for growth and modification. In an effective PD system, administrators, instructional leaders, district-level leaders, and teachers learned from consultants, advisors, and other leaders about how to become true instructional frontrunners. They generated the ethos, foundations, and attitudes for continuous professional learning and helped educators continuously develop by better understanding students' educational needs, making choices concerning content and pedagogy based on data, and measuring students' learning within a structure of rigor (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Avalos, (2011) summed the definition well, "Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth" (p. 10).

Self-efficacy is the capacity to accomplish sought after outcomes. Perceived self-efficacy consists of beliefs around one's own aptitude to generate anticipated outcomes (Bandura, 1977; Colman, 2015). A number of studies have been conducted that show a link between teacher self-efficacy and how teachers conduct their classrooms to improve student leaning gains (Henson, 2001; Skaalvik & Skaalvik, 2007; Watson, 2006). According to Guskey (1988), teachers are more likely to try new strategies and concepts if they possess high self-efficacy. Furthermore, a greater sense of self-efficacy prompts teachers to be decisive and

perseverant in their efforts to bring about effective execution of mandates such as standards-based instruction (Fullan, 2001).

Purpose of the Study

Since professional development remained an essential element in school achievement initiatives, we needed to learn more about the impact of collective participation professional development on teacher perception of initiative trainings. The purpose of this study was to understand what meaning and purpose District wide educators and leaders ascribed to the instructional implementation of Standards-Based Instruction given ongoing collective participation in professional development experiences.

The study examined the shared perception of Standards-Based Instruction given the District's implementation of collective participation professional development. This research provided both District and school leaders in the Lagoon County School District with a teacher development research base that led to informed recommendations about effective future professional development, improvement in instructional practices, and student learning gains.

In an effort to achieve the goals set forth in the Strategic Plan, Districtwide professional development was executed in the Lagoon County School District to focus on the implementation of Standards-Based Instruction. Much of the given professional development was focused on specific aspects of SBI such as student focus on learning and teaching to the depth of the standard.

In order for teachers to successfully implement the professional development offered to them, they first had to possess the necessary skills. This included a clear understanding of what was expected, appropriate training regarding the approaches, and the ability to implement the strategies.

As districts transitioned to CCSS, supports had to be in place to help teachers scaffold to the new expectations. The findings of this study brought about a more profound understanding of the impact of professional development involving districtwide initiates such as SBI. Also, this study helped to fill a gap in research regarding the attitudes and beliefs of teacher participants of collective participation professional development given the rigorous expectations of implementing SBI.

Research Questions

1. How do teachers and instructional leaders perceive SBI and the initiative implemented by the District?
2. What do teachers and instructional leaders perceive as their role in SBI and the initiative implemented by the District?
3. What do teachers and instructional leaders perceive as the strengths and weaknesses of the SBI model and the current approach to professional development for implementation?

Chapter 2. Literature Review

A Very Brief History of School Reform

Education reform has marked United States legislative history for many years. In 1965 President Lyndon B. Johnson signed into law the Elementary and Secondary Education Act (ESEA). The aim of the Bill was to offer an equal education to every child in America. Funds were made available to provide educational programs, promote parent involvement, purchase teaching materials, and provide teachers with professional development. This marked the beginning of Title I funding (Thomas & Brady, 2005). Although the primary aim was funding for low income schools, this Law set into motion decades of reform and controversy.

Improving America's Schools Act (IASA) was added to ESEA by President Bill Clinton in 1994. This Public Law required that all children meet state performance standards. Based on "adequate yearly progress" (AYP), schools now had to show that all students were receiving the same curriculum, expectations, and demonstrating mastery on learning goals to receive Title I funding.

National educational goals became the primary focus when President George H. W. Bush held an "Education Summit" in 1989. In 2001, his son, George W. Bush enacted the No Child Left Behind (NCLB) Act which renamed and revamped ESEA. This became one of the most controversial educational acts to impact public schools. Based on educational studies, this was an effort to close the achievement gaps evident in America's student success. Similar to ESEA, NCLB added increased rigor to academic standards. Also, state and local agencies would now be held accountable for student achievement. It focused on math and reading curriculum, school wide reform, technology, and observation with interventions for best practices (Thomas & Brady, 2005).

Uniform, real-life learning goals were at the heart of the Common Core State Standards (CCSS) launched in 2009. The primary goal was to ensure that all high school graduates were life, college, and career ready (National Governors Association Center for Best Practices, 2010).

What is Standards-Based Instruction

U.S. education was currently at a point where school restructuring had the potential to make a huge impact through Standards-Based Reform (Pitler & Stone, 2012; Voltz, Sims, & Nelson, 2010). A major component of this shift called upon teachers to ensure all students master the same goals and standards (Voltz, Sims, & Nelson, 2010). "Content standards emphasize student depth of knowledge, higher order thinking, and adaptive application that places great demands on the kind of teaching skills" required (Knight et al., 2013b). Standards-Based Instruction (SBI) has been attributed to the success of high-performing schools and classrooms (Tomlinson, 2000).

SBI is a method of teaching focused on what students need to know, understand, and be able to do based on content standards. A cyclical process of planning, instruction, assessment and reflection, and revising, SBI allows students to demonstrate mastery throughout the learning process (Benson, 2012). Great emphasis is placed on rigorous equity, student-centered learning, and both formative and summative assessments. Common Core State Standards (CCSS) are decisive in their emphasis on what student are to learn and not on how the information is to be taught (Porter, Mcmaken, Hwang, & Yang, 2011). In other words, teachers must focus on content rather than pedagogy to meet the rigor expected for academic standard proficiency (Skinner & Feder, 2014).

Planning

In the planning stage, teachers determined Standards-Based learning goals, developed mastery criteria, and purposefully planned strategies for effective teaching and assessment with rubrics (Benson, 2012; Marzano & Brown, 2009).

Learning Goals. Effective instruction began with crafting and communicating clear learning goals (Bransford, Brown, Cocking, Donovan, & Pellegrino, 2000; Marzano & Brown, 2009). Standards-Based learning goals were developed to help establish what students must have known or been able to do based on the selected standards. This practice served two purposes. First, setting clear learning goals assisted the teacher with determining the path of instruction to ensure all students were able to master the expectation. Goals must have been specific and tied to previous and future learning. This allowed students to comprehend the "big picture" (Benson, 2012; Pitler & Stone, 2012). Second, it was also important that the goals were shared with students. Without a clear direction, students were unsure where to focus their attention. Written in student-friendly terms, the goal should have been posted and referred to often during the lesson. For example, a student-friendly learning goal might have read, "I will use a Venn Diagram to compare and contrast the two articles about slavery." This practice helped students recognize the expected outcomes for a lesson (Marzano & Brown, 2009; Pitler & Stone, 2012).

Formative Assessments. Predetermined formative assessments were designed to assess individual student's ability to apply understanding of the Standards-Based learning goal. In order to inform instruction, assessments needed to have been utilized before, during, and after teaching had occurred. Formative assessment during instruction provided meaningful and relevant data enabling both teacher and student to understand where they were in the learning

process (Voltz, Sims, & Nelson, 2010). Formative assessment strategies included questioning, observation, checklists, etc. Based on the student's mastery of the assigned task, teachers used formative assessments to make in-the-moment instructional adjustments (Benson, 2012; Marzano & Brown, 2009).

Exemplars. Prior to instruction, the teacher determined performance expectations of tasks, assignments, and activities based on the Standards-Based learning goal (Benson, 2012). In order to ensure a common understanding, mastery-level exemplars were physically written out and shared with students. These facsimiles of performance expectations allowed students to analyze their own performance against the teacher's expectations to help in the achievement of mastery of the standard.

Rubrics. Rubrics also provided an opportunity for students to comprehend what mastery would look like prior to instruction (Benson, 2012; Tomlinson & Moon, 2013). Utilizing a variety of descriptions or scoring systems helped to distinguish levels of performance in relation to the Standards-Based learning goal. Students used rubrics to compare their own performance with the mastery description. They could then determine learning gaps through evaluation of their own work and that of their peers, allowing them to take action to close the gaps (Benson, 2012).

Instruction

Although teachers facilitated knowledge gains through challenging, deliberate and effective instruction, student centered learning was at the heart of SBI.

Pre-Assessment. Prior to beginning instruction, teachers created pre-assessments tied to both the post-assessment and Standards-Based learning goals for the unit or topic. This assessment was used to measure which learning goals were already mastered. Voltz, Sims, and

Nelson (2010) suggested the use of KWL charts or thinking maps to develop an understanding of what students already knew about a topic. These strategies offered the teacher quick data to drive instruction. Formal pre-assessments also generated useful information. Given the outcome, assignments and tasks could be modified to meet the needs of students prior to teaching (Tomlinson & Moon, 2013).

Assignments and Tasks. Students required opportunities to practice newly learned skills in order to deepen their conceptual understanding of new content. This new content was scaffolded from prior knowledge of skills. This was achieved by allowing students to process, interact with, elaborate on, and manipulate the content through assignments and tasks. These included: examination of similarities and differences, analyzing errors, practice with methods and approaches, grouping, interactive notebooks, etc. (Marzano & Brown, 2009; Pitler & Stone, 2012). Voltz, Sims, and Nelson (2010) suggested implementing cooperative learning, tiered lessons, learning centers, graphic organizers, and multiple intelligences. These powerful instructional approaches concurrently addressed a range of different learning needs.

Evidence of Learning. Teachers planned frequent, timely, and specific opportunities to elicit evidence of learning. In-the-moment evaluations of student comprehension, learning needs, and academic progress offered detailed information to improve instruction. The collected data was used to identify concepts that students were struggling to understand, skills they were having difficulty acquiring, or learning standards they had not yet achieved so that adjustments could be made to lessons, instructional practices, and academic support (Benson, 2012). This in-the-moment data allowed the teacher to adjust ongoing instruction to improve student achievement.

Feedback. Based on elicited evidence, feedback helped students change their behavior or understanding. In turn this guidance helped students to monitor their own progress. Feedback should have been timely and corrective in nature meaning it was descriptive rather than judgmental. Tied to a specific criterion such as the learning goal, feedback should have focused on specific knowledge and skills (Tomlinson & Moon, 2013). Asking students to provide their own feedback helped them to track their own progress.

Assess and Reflect

To determine that students had learned what was intended, teachers checked for understanding to inform instruction and foster student ownership of learning.

Students Demonstrate Learning. The effective use of higher order questioning, higher order thinking, assignments, and discussion techniques helped to move student learning forward and elicit evidence of student understanding (Marzano & Brown, 2009). It was imperative that all students had opportunities to demonstrate high levels of learning. Authentic tasks were utilized to engage more students in discussions and cooperative tasks. Furthermore, students became the architects and initiators of their own learning.

Monitor for Learning. Utilizing the pre-created formative assessments, teachers continually monitored for learning while learning was in progress. Ongoing assessments such as hand signals, response cards, informal conversations, interest surveys, Frayer diagrams, writing prompts, and systematic observations were suggested by Tomlinson and Moon (2013). The data collected from these assessments was used for pedagogical choices in-the-moment in the course of a lesson to help drive instruction (Benson, 2012).

Student Self-Assessment. Effective self-assessment involved students comparing their work to clear exemplars and generating feedback for themselves about where they needed to

revise accordingly. Critical thinking skills were taught, and students must have had opportunities to practice familiar tasks using a rubric. Reflection on their own learning to develop strategies for improvement helped students to better identify strengths and weaknesses in their own work.

Revise

Instructional revisions were necessary when student did not learn what was expected or reach mastery before expected. This allowed teachers to determine each student's need for further or differentiated instruction based on the body of evidence.

Analyze Individual Student Learning. Standards-Based learning goals were compared to individual student learning to inform instruction, differentiate, or design intervention or enrichment strategies. A careful review of the learning goal mastery criteria and collected formative assessment data helped to determine individual student progress toward that learning goal.

Identify Gaps. A learning gap was defined as the difference between what an individual student has learned and what the student was expected to learn. Using collected formative assessment data, teachers determined each student's progress toward mastery of the learning goal. Each student's need for further or differentiated instruction was based on this evidence.

Adapt Instruction. Adaptation of instruction occurred when students were not learning or reached mastery before expected. If students had mastered the learning goal, enrichment activities or continued knowledge gain tasks could be implemented. When students were not learning, the teacher determined what individual learners needed to address their gaps (Benson, 2012). The actions of the teacher may have needed to change to support the learner. This required the teacher to be open-minded. Finally, the teacher must have differentiated by

implementing interventions and instruction to assist all students in obtaining mastery of the learning goal (Tomlinson & Moon, 2013). According to Tomlinson (2000): "Differentiation suggests that you can challenge all learners by providing materials and tasks on the standard at varied levels of difficulty, with varying degrees of scaffolding, through multiple instructional groups, and with time variations" (p. 4).

Teacher Perception and Implementation

Teachers were required to fully understand the standards to effectively employ Standards-Based Instruction. Maccini and Gagnon (2002) found that successful implementation of Standards-Based activities was hindered by what teachers perceived as a lack of knowledge of the Standards. In this study, 129 general education math and special education secondary teachers were surveyed to determine teachers' familiarity, confidence, perception, and barriers to the implementation of the National Council of Teachers of Mathematics (NCTM) Standards application and implementation with students' with disabilities. The 24 Maryland school districts were invited to send the names of math and special education teachers in grades 6-12. Different versions of the survey were mailed to the respective teachers. In addition to common inquiries, questions relevant to the teaching area were also included. While 73% of the general education teachers responded that they were familiar with the Standards, only 50% of the special education teachers reported familiarity. Perceived confidence resembled these results with 78% of general education and 59% of special education teachers reporting confidence in implementing the Standards. Largely, teachers with low confidence stated that a lack of information was an obstacle for implementing the Standards effectively. The study also conveyed that special education students were generally taught lower-level math concepts than their general education peers. Teachers also reported a lack of materials and the current textbook

as barriers to the implementation of NCTM Standards. The outcomes of this study underscored the importance of ensuring teachers fully understand the expectation that all students receive the rigorous instruction expected for academic standard proficiency.

Desimone (2013) also examined the beliefs, understanding, and behaviors in relation to Standards-Based Reform of 113 teachers, state officials, district level administrators, and principals in 32 schools across five states in a four year study. Interviews were the primary source of data collected. The findings suggested that educators held the conviction that they were making fundamental changes in their beliefs and pedagogy. A change in thinking about the degree to which low-level learners could attain high levels in mathematics was a prominent theme. Unlike the Maccini and Gagnon (2002) study, Desimone (2013) indicates educators were holding themselves accountable for the learning of all students.

A teacher centered project designed to align the math curriculum was examined in a California school district (Ogawa, Sandholtz, Martinez-Flores, & Scribner, 2003; Sandholtz, Ogawa, & Scribner, 2004a). Documents, interviews, and observations were used from district level leaders, school principals, and teachers to determine the extent to which and manner in which the District's Standards-Based Curriculum influenced classroom practices. At the elementary level, where student abilities were wide ranging, teachers tended to "dumb down" the classroom instruction to meet the needs of the lower students. At the high school level, teachers tended to deliver instruction based on the level of the class. For example, students in lower level Geometry received instruction less rigorous than their high level peers. Rather than moving students to a conceptual level, teachers emphasized basic skills. The majority of class time was spent on basic skills as reported by 90% of the elementary teachers. Only 40% of those teachers self-reported working to improve higher order thinking skills. These results, much like the

Maccini and Gagnon (2002) research, showed need to further examine teacher understanding of SBI effective implementation.

Examining teacher reported participation in continued professional development (CPD), De Vries, Jansen, and Van De Grift (2013) studied the relationship between CPD and student-oriented beliefs. Based on constructivist theories, student-oriented (student-centered) learning emphasized the development of abilities and proficiencies where students actively created knowledge independently and through social interactions. An online questionnaire was completed by 260 teachers at four secondary schools in the Netherlands. Teachers reporting greater participation in the continual professional development activities of updating, reflecting, and collaborating showed higher student-centered beliefs. Because student ownership of learning was an integral component of SBI, this observation corroborated the importance of understanding the correlation between PD and student-centered learning.

Giorgi, Roberts, Estepp, Conner, and Stripling (2013) examined the possible relationship between teacher beliefs and classroom teaching immediacy behaviors. Non-verbal immediacy behaviors included: proximity, body language, and expressions. Verbal immediacy behaviors included: discussion, personalization, humor, and praise. Data was collected using the Van Tilburg-Heimlich Teaching Belief Scale, observations, and a modified Immediacy Behavior Scale. The Van Tilburg-Heimlich Teaching Belief Scale had two axes: 1) sensitivity which measures a teachers' beliefs about the importance of involving the students and 2) inclusion which measures the teachers' beliefs about the importance of knowing individual students. Based on the responses, teachers were then classified as Enablers (high sensitivity, high inclusion), Facilitators (low sensitivity, high inclusion), Providers (high sensitivity, low inclusion) or Experts (low sensitivity, low inclusion). The higher the inclusion the more educator control was

exerted to the student, the higher the sensitivity the more instruction becomes student-centered. Enablers, high in both areas, were considered perfect, non-controlling educators that empower their students (Heimlich & Norland, 1994). The study contended that teachers self-reporting inclusiveness exhibited those corresponding behaviors more frequently. However, two behaviors were more prominent in the low inclusion classes. Ownership pronouns, "our/we" were used more frequently and students were encouraged to engage in conversation more often in the low inclusion classroom. The implications of these results suggested that teacher beliefs impacted classroom practices. This could have lead to more effective professional development given the conjoined view of teachers within a district.

Howley, Howley, Henning, Gilla, and Weade (2013) interviewed 26 teachers from three high schools to determine beliefs and practices regarding assessment within a broad range of subject areas. Although each of the schools had adopted different practices, teachers at all three schools reported viewing formative assessment "as important for deepening students' knowledge and diagnosing students' needs" (Howley, Howley, Henning, Gilla, & Weade, 2013, p. 42). In addition a conviction of deep, subtle, and extensive understanding of assessment was self-reported by all teachers interviewed. However, there was no examination of this understanding in practice. This demonstrated the importance in understanding implementation of specific components of SBI.

Mcmunn, Schenck, and Mccolskey (2003) examined 241 teachers Standards-Based grading and reporting practices after professional development participation. Multiple data sources were used over a three year period in a southeastern state school district to determine the impact on instruction and teacher reaction. Sources included: walkthroughs, teacher journals, gradebooks, surveys, focus groups, and workshop evaluations. Teachers self-reported that their

greatest area of growth was in assigning Standards-Based grades. However, the authors contended that teacher evidence and classroom visits did not support this claim. Classroom observations indicated that some teachers did not entirely comprehend how to apply formative and/or summative assessment strategies. Much like the Maccini and Gagnon (2002) study, teacher perception of their own practices did not necessarily match what was observed in the classroom. There were two important findings related to my intended research. First, given the importance of assessment in implementing SBI, this could have reflected a need for alternative PD strategies. Second, further research was necessary to determine the extent to which understanding and implementation of SBI correlated.

Benson (2012) claimed that SBI focused on student demonstration of mastery throughout the learning process. Much of the research in this area implied that teacher understanding and implementation of SBI did not correlate with classroom practices. One must question if this was due, in part, to the professional development offered those classroom teachers. Through a concurrent triangulation mixed methods case study, I was able to determine the impact of collective participation professional development on teachers' perception and professional practices in regard to the LCSD SBI reform initiative.

SBI: Is it the Answer?

With the passage of standards-based initiatives came optimism that these reforms would transform the educational playing field. Initially, the changes were anticipated to reduce the emphasis on testing and culpability. It was also predicted that the initiatives would upturn the achievement of diverse student populations. However, critics have argued that standards-based reforms have had many negative consequences on student learning, teachers, and diverse populations (Goldstein, 2008; Mickelson, Giersch, Stearns, & Moller, 2013).

Mickelson, Giersch, Stearns, and Moller (2013) contended that standards-based teaching is driven by test preparation and curriculum becomes constricted to only those subjects found on standardized tests. According to Hatch (2002), "the accountability movement is based on the premise that students and teachers will not work hard unless they are afraid of the consequences of being found to be below the standard" (p. 459). These rationales strip teachers of their professionalism. A teacher's freedom to make judgments based on their professional beliefs are diminished as teaching and learning are standardized. Given the authoritarian expectation of implementation of practices, many teachers struggle with conflicting requirements and ideals (Bomer & Maloch, 2011; Goldstein, 2008). Since teachers are driven by recognizing a student's aptitude and needs, pressuring teachers to leave behind practices that distinguish the intricacy of children's development is not the solution to student achievement.

Enhancing the general quality of education was the primary goal standards-based initiatives. This goal, coupled with providing equal educational opportunity to all students and eradicating dissimilarities in learning results, gave promise to school turn-around. Data would now be disaggregated by poverty, race, ELL, and disability (Goldstein, 2008; Sleeter & Flores Carmona, 2017). However, Bomer and Maloch (2011) contended, "The standards assume that diverse regional and ideological perspectives can be reconciled under a universalized, rationalized curriculum framework. They hope to hold under a single umbrella perspectives that may in some ways compete" (p. 39). Critics argue that cultural differences are not accounted for in standards-based curriculums. Diversity cannot be nurtured due to the emphasis that is placed on sameness. This in turn leads to desecration of a students' native cultures and language which further marginalizes achievement (Hatch, 2002; Sleeter & Flores Carmona, 2017).

Features of Effective PD

Research clearly showed that the inclusion of an effective teacher in every classroom is the most important factor in escalating student academic achievement, therefore, educational institutions must ensure quality PD (Darling-Hammond & Richardson, 2009).

Crocco and Costigan (2016) contended that the scripted methods of teaching brought about by mandated curriculums did not allow teachers the autonomy or creativity to best meet the needs of their student. This exemplifies the need for professional development focused on standards-based instruction specifically in the teacher's content area (Andriot, 2016; Darling-Hammond & Rustique-Forrester, 2005). Darling-Hammond and Rustique-Forrester (2005) claimed that districts must invest in teacher and administrator PD in areas of curriculum development, teaching and assessment strategies, and SBI to improve student success.

In addition to training, teachers need an opportunity to collaborate with both experts and their peers. This would include establishing camaraderie between teachers and instructional leaders working toward a mutual goal (Noguera, 2013). Donnelly and Sadler (2009) advocated for professional development contrasting the current practice of training all teacher the equivalently. This individualized approach would allow teachers to choose the types of PD they attend in line with their needs and ideals. Opportunities like conferences and on-line learning modules would allow schools to differentiate their professional development.

According to Desimone (2009); Desimone (2011), a core conceptual framework was necessary to determine the effectiveness of professional development. She suggested five features that must be present: content focus, active learning, coherence, duration, and collective participation. The final goal of enhanced student learning was realized by following a step by step framework model (Desimone, 2011, p. 30).

1. Teachers experience professional development.
2. The professional development increases teachers' knowledge and skills, changes their attitudes and beliefs, or both.
3. Teachers use their new knowledge, skills, attitudes, and beliefs to improve the content of their instruction, their approach to pedagogy, or both.

Further studies empirical in nature were needed to investigate attitudes and beliefs of teacher participants of collective participation professional development.

Chapter 3. Method

This chapter describes the use of a mixed methods approach to understand the perceptions of teachers and instructional leaders regarding a districtwide SBI initiative. To best answer research questions, both qualitative and quantitative research methods were employed. Creswell and Plano-Clark (2007) described this as a method that "focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies" (p. 5). The combining of quantitative and qualitative approaches helped the researcher understand the problem better than either method could alone.

A concurrent triangulation mixed methodology was utilized where data collection was gathered simultaneously from both quantitative and qualitative data sources. This methodology assisted in the validation of the study by gathering, integrating and interpreting different kinds of data associated with the same phenomenon (Creswell, 2012; Tashakkori & Teddlie, 2003). The mixed methods concurrent data analysis is depicted in Figure 1.

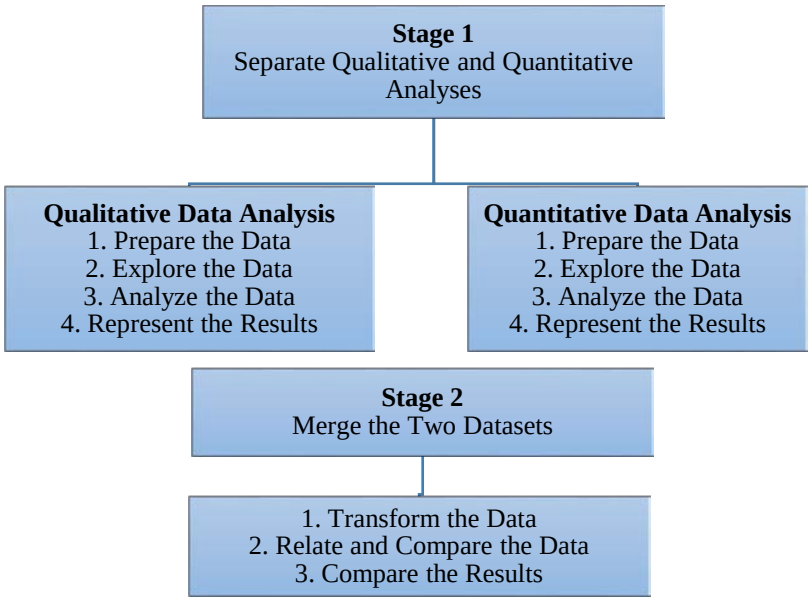

Figure 1. Concurrent Data Analysis

The Research Design

Data sources and data analysis procedures were developed for each of the research questions. These are depicted in Table 1.

Table 1

Data Sources and Analysis Procedures for each Research Question

Research Question	Data Sources	Data Analysis Procedures
How do teachers and instructional leaders perceive SBI and the initiative implemented by the District?	• Teacher questionnaires • Instructional leader questionnaires	Thematic analysis of questionnaires both Likert and open-ended
What do teachers and instructional leaders perceive as their role in SBI and the initiative implemented by the District?	• Teacher questionnaires • Instructional leader questionnaires	Thematic analysis of questionnaires both Likert and open-ended
What do teachers and instructional leaders perceive as the strengths and weaknesses of the SBI model and the current approach to professional development for implementation?	• Teacher questionnaires • Instructional leader questionnaires	Thematic analysis of questionnaires both Likert and open-ended

This study utilized a concurrent triangulation mixed methods research design (Creswell & Plano-Clark, 2007; Tashakkori & Teddlie, 2003). The determination for the utilization of this design was "to obtain different but complementary data on the same topic" in an effort to better comprehend the research problem (Creswell & Plano-Clark, 2007, p. 62). In the first phase quantitative and qualitative data were collected concurrently. After each set of data were analyzed separately, the two data bases were compared to determine if there were conjunctions or variances in the data. The three points to triangulation were "the two sources of the data and the phenomenon" (Creswell, 2012).

Qualitative methods were used to ascertain the impact of collective participation professional development on teachers' professional practices and perception of SBI (Merriam, 1988). The focus was on administrators, instructional leaders, district-level leaders, and teachers' descriptions, definitions and perceptions about the single phenomenon of professional development and its impact on professional practices throughout the district. This was ascertained through open-ended survey questions.

Qualitative research involves the study of how individuals cope in their real-life surroundings allowing the researcher to better understand what people think under multiple circumstances (Yin, 2016).

Yin (2016) described five features that encompass qualitative research:

1. Studying the meaning of people's lives, in their real-world roles
2. Representing the views and perspectives of the people in the study
3. Explicitly attending to and accounting for real-world contextual conditions
4. Contributing insights from existing or new concepts that may help to explain social behavior and thinking
5. Acknowledging the potential relevance of multiple sources of evidence rather than relying on a single source alone

Answers to how and why questions, according to Yin (2016), allowed the researcher to understand the "views and perspectives of a study's participants" (p. 9) under real-life conditions. Thereby giving meaning to real-world events from the participants' perspective and not the presumptions held by the researcher. Contextually, qualitative research encompasses social, institutional, cultural, and environmental circumstances which may impact their actions.

Through current or evolving concepts, social behavior and thinking drove the research. There was also the opportunity to develop new concepts to explain social practices.

A survey instrument with closed-ended questions was used to ascertain quantitative data regarding the impact of collective participation professional development on teachers' professional practices and perception of SBI. Again, the focus was on administrators, instructional leaders, district-level leaders, and teachers' descriptions, definitions and perceptions about the single phenomenon of professional development and its impact on professional practices throughout the district. Triangulation of data from both sources helped to create converging lines of inquiry.

Context

The setting for this study was the Lagoon County School District in in southeastern United States. Although initiatives like CCSS and College and Career Readiness had appeared previously, the 2014-2015 Strategic Plan was the first to address Standards-Based Instruction with the goal of implementation in every classroom. Teachers were trained in unpacking standards and utilizing the state's online database of standards and course descriptions, to create curriculum maps for each subject and / or grade. Benchmark assessments were implemented three times in English, math, and science to help teachers assess student learning.

With the 2015-2016 Strategic Plan came the implementation of District-wide collective participation professional development. Table 2 depicts the timeline for professional development implementation.

Table 2

Professional Development Timeline in the Lagoon County School District

Professional Development	Target Audience	Date	Department
Pearson Training	Assistant Principals	April 27-28	Professional Development
Pearson High School Walkthrough	Administrative Team	April 29	Professional Development
Elementary Roadmapping	Elementary Roadcrew	ERD: May 1	Curriculum & Instruction
High Impact Workshop	Administrators & Teacher Leaders	May 13	Professional Development
Pearson for Middle School	Middle School Teachers	June 15-17	Professional Development
Literacy Network (LDC)	D/C	June 15-18	Professional Development
Roadmap Assessment Connection	Reading Coaches	May 1-31	Professional Development
Flexible Scheduling	C	May 1	ESE – FIN
Collaborative Teams	C	June 1-30	ESE – FIN
District ESE Planning	District FIN & PBIS Team	June 16	ESE
Safari Montage	1:1 Teachers	May 27-28	Informational Technology
APTT	F, H, I, & J	Ongoing	Grants & Special Programs
Project Plus One	Administrators	August 3-5	Professional Development
Jump Start PD	Teachers & Administrators	August 3-5	Professional Development
Migrant STEM	MS Teachers	Ongoing	Grants & Special Programs
C@mp IT	Teachers & Administrators	August 6-7	Informational Technology

Administrators were "calibrated" on the teacher evaluation instrument and trained to provide effective feedback. The teacher evaluation rubric was condensed with a focus on Direct Instruction. These indicators (5-11) correlated with district's interpretation of SBI.

5. Engages all students in the work of the lesson from start to finish

6. Ensures all students are working with content aligned to the appropriate standards for their subject and grade

7. Organizes instruction so that students are carrying the cognitive load in the classroom

8. Ensures that all students demonstrate that they are learning

9. Adjusts instruction for all students, including students with disabilities and students who have limited English proficiency

10. Uses a range of questioning and discussion techniques to promote higher level thinking aligned to curriculum standards

11. Monitors learning activities providing feedback and reinforcement to students

This initiative also included data collection from monthly instructional rounds to develop district wide, focused PLCs on Standards-Based Instruction. Administrators and district leaders visited pre-planned school sites monthly and conducted classroom observations. Based on the outcomes, the Coordinator of Professional Development created a 45 minute training and taught this to the Academic Coaches at each school site. The Academic Coaches, in turn, trained the teachers.

Community. Lagoon is a rural community residing in southeastern state. The community is ethnically diverse. White inhabitants make-up 66% of the population, 25% are Hispanic, and another 9% are African American. The median household income is $34,570 per

year leaving 27% of the population living below poverty level. The primary occupations include farming, fishing, and construction.

The School District. Lagoon County School District is home to ten school sites. These include: one high school, one freshman campus, two middle schools, five elementary schools, and one alternative placement school. A total of 6,182 students were enrolled in grades kindergarten through 12. The total staff of 465 teachers were supervised by ten principals and nine assistant principals. The student population was ethnically diverse (see Table 3). Over 80% of the students in the District are receiving free or reduced lunches (FRLP).

Table 3

Lagoon County School District Student Demographics

School	Type	Teachers	Students	FRPL %	White	Black	Hisp.	Asian	Multi.	Am. Ind.
J	Elem	44	687	91%	49%	4%	38%	1%	8%	0%
I	Elem	45	609	88%	31%	12%	45%	0%	11%	1%
H	Elem	45	660	79%	49%	5%	40%	1%	5%	1%
G	Elem	39	459	78%	58%	8%	26%	1%	7%	0%
F	Elem	50	669	93%	34%	4%	52%	1%	10%	0%
E	Middle	54	671	78%	51%	9%	31%	2%	8%	0%
D	Middle	56	670	84%	41%	8%	43%	0%	7%	0%
C	High	32	467	77%	47%	7%	39%	1%	4%	2%
B	Comb.	12	63	90%	41%	12%	38%	0%	6%	3%
A	High	88	1227	68%	54%	7%	32%	1%	4%	3%

Participants. Participants for this study included a sampling of school employees who participated in collective participation professional development in the area of Standards-Based

Instruction during the 2015-2016 school year. Creswell (2012) stated that a convenience sampling can supply valuable data for answering questions and hypothesis. A convenience sampling of administrators, instructional leaders, district level leaders, and teachers employed by Lagoon County School Board (LCSB) were recruited through electronic communication. An electronic questionnaire was executed. The criteria for participation required: the participant could not have been be a first year employee of the school district and, the participant must have been affected by collective participation professional development. A total of 380 employees met this criteria as depicted in Table 4.

Table 4

Potential Participants

Position	Individuals	Number of Potential Participants
Administration	Principals and Assistant Principals from ten school sites	17
Classroom Teachers	Elementary, Middle School, Secondary, and ESE Teachers from ten school sites.	342
Instructional Leaders	Literacy Coaches	11
District Leaders	Superintendent, Assistant Superintendents, Directors, and Coordinators.	10

All of the instructional leaders (100%) that responded to the survey were of Caucasian ethnicity. Of the teachers that responded, 85% reported Caucasian as their ethnicity. The homogeneity of the staff is unmistakable. It is evident that the ethnic diversity of the staff does not correspond with that of the students. The ethnicity of participants is depicted in Table 5.

Table 5

Ethnicity of Participants

Ethnicity	Percentage of Instructional Leaders	Number of Instructional Leaders	Percentage of Teachers	Number of Teachers
African-American	0	0	2	2
Latino / Hispanic American	0	0	9	9
Caucasian	100	16	85	85
Other	0	0	3	3

Instructional leaders and teachers were asked to report the number of years they had taught in a classroom. The results are depicted in Table 6.

Table 6

Completed Years of Classroom Experience

Years of Experience	Percentage of Instructional Leaders	Number of Instructional Leaders	Percentage of Teachers	Number of Teachers
0-2	0	0	10	10
3-5	18.8	3	19	19
6-10	37.5	6	21	21
11-15	25	4	15	15
16-20	6.3	1	14	14
21+	12.5	2	20	20

Materials

A variety of materials were utilized for this study.

Email Invitation to Recruit Teachers: an email (Appendix A) was sent to all LCSB members in a teaching capacity requesting their participation in the study. Teacher Questionnaire questions (Appendix B) with implied informed consent via participation were included.

Email Invitation to Recruit Administrators and Instructional Leaders: an email (Appendix C) was sent to school leaders requesting their participation in the study. Instructional Leader Questionnaire questions (Appendix D) with implied informed consent via participation were included.

Teacher Questionnaire: The questionnaires for instructional staff (Appendix B) included sections regarding demographic information, perception of SBI initiative, and implementation of SBI.

Instructional Leader Questionnaire: Instructional Leader questionnaires (Appendix D) also included sections regarding demographic information, perception of SBI initiative, and implementation of SBI.

Procedures

Data was collected through Indiana University IRB approved questionnaires. Upon approval, personal contact was made with the superintendent and LCSB administrators to arrange delivery of the email questionnaires following a staff meeting where the teachers were made aware of the study.

Data Sources

Questionnaires: To better understand the role each had in the profession development process, the data collection process began with separate questionnaires designed to collect demographic data and LCSB members' perception of the SBI initiative.

Teacher questionnaires: The questionnaires for instructional staff (Appendix E) included four sections.

Section One: In the first section teachers were asked to provide information regarding demographics, classroom experience, degree and certification, number of years in the profession and current position. Questions were also be included to gather information regarding resources and inputs.

Section Two: This section included questions assessing teacher's perception of the SBI initiative. A Likert-type scale was used, ranging from "strongly agree" to "strongly disagree", to determine perception of Standards-Based Instruction. Example questions included: "I have received adequate training and understand how to implement SBI" and "I see the benefit of utilizing SBI."

Section Three: In the third section the effects of and classroom application of Standards-Based Instruction was examined. A Likert-type scale was used, ranging from "a lot worse" to "a lot better", to determine the effects of SBI implementation. Participants were asked to measure the change in areas including morale, student engagement, and test scores. A second Likert-type scale was used, ranging from "strongly agree" to "strongly disagree", to determine perceived utilization of the Standards-Based Instruction professional development to modify instructional practices. Example questions included: "The utilization of SBI helps students to better understand the material" and "I know how to prepare students to plan their own approaches to solving problems."

Section Four: In the final section teachers were asked open-ended questions. Participants were asked to describe a PD they had attended and explain how it related to SBI.

They were also asked to share their views regarding the strengths and barriers to successful implementation of SBI.

Instructional Leader Questionnaires: Instructional Leader questionnaires (Appendix D) also included four sections.

Section One: This section provided information regarding demographics, classroom experience, degree and certification, number of years in the profession and current position. Correlating with the teacher questionnaires, questions were also be included to gather information regarding resources and inputs.

Section Two: This section included questions assessing school leaders' perception of the SBI initiative. A Likert-type scale was used, ranging from "strongly agree" to "strongly disagree", to determine perception of Standards-Based Instruction. Example questions included: "My teachers have received adequate training and understand how to implement SBI" and "My teachers see the benefit of utilizing SBI."

Section Three: In the third section the effects of and classroom application of Standards-Based Instruction were examined. A Likert-type scale was used, ranging from "a lot worse" to "a lot better", to determine the effects of SBI implementation. Participants were asked to measure the change in areas including morale, student engagement, and test scores. A second Likert-type scale was used, ranging from "strongly agree" to "strongly disagree", to determine perceived utilization of the Standards-Based Instruction professional development to modify instructional practices. Example questions included: "The utilization of SBI helps students to better understand the material" and "My teachers know how to prepare students to plan their own approaches to solving problems."

Section Four: In the final section teachers were asked open-ended questions. Participants were asked to describe a PD they had attended and explain how it related to SBI. They were also asked to share their views regarding the strengths and barriers to successful implementation of SBI.

Reliability and Validity

Validity and reliability were determined through evidence demonstrating that the instrument measured what it is intended to measure (Creswell, 2012). This was accomplished through expert analysis procedures to determine if scores on items of the same construct are related in the way that is expected. Finally, triangulation was used to support the credibility and internal validity of the study.

Data Analysis

The unit of analysis for this study focused on the teachers and instructional leaders. Data analysis procedures were utilized to examine the themes of professional development, implementation of SBI, and teacher perceptions of the usefulness of both. Cross-case patterns were analyzed to examine differences and similarities in how teachers describe learning about and enacting SBI into practice (Yin, 2016). Fraenkel and Wallen (2009) suggested the use of descriptive statistics and the computation of correlation coefficients to determine the strength of relationships between variables. This was examined relative to the theory. Scale score means and standard deviations were calculated for teacher attributes: building assignment, grade level, subject area, etc.

Questionnaires were administered utilizing open-ended, closed-ended, and rating-scale questions. The research instrument was a well-structured questionnaire. A Likert type rating-

scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was employed. A rudimentary percentage statistical technique was used to analyze ordinal data.

Saldaña (2015) described a code as "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 3). While descriptive codes condense an expert, In Vivo codes are verbatim. Both were utilized to recognize emerging patterns. In turn, these patterns were used to organize the coded data into categories. A priori codes are determined beforehand. Focusing on the research questions and purpose of the study, several a-priori codes transpire (Saldaña, 2015).

- Curricular Reference: reference to standards, curriculum maps, pacing guides, iReady, Math Nation, etc.
- Pedagogical Struggles: uncertainty, concern, etc. regarding classroom practices
- Influences: reference to PD, colleague conversation, course work, etc.
- Attitudes about Practice: reference to attitudes regarding the implementation of Standards-Based Instruction
- Alignment of Practice and Policy: shift or change in practice based on PD or other influence

All incoming data were labeled, dated, and copied both digitally and hard copy. The corpus of data was stored electronically via ATLAS.ti.

Open-ended questionnaire data were analyzed using "topical coding" (Richards, 2006). Open-ended questions were examined through interpretation of the responses to identify themes. Categories were created and relationships were noted to initially code the data. This included the detection of keywords repeated multiple time by respondents. Next, codes were assigned to each category and then tabulated. ATLAS.ti was employed to assist in analyzing the qualitative data.

ATLAS.ti was used to create diagrams, and interpretation statements were developed based on the coded categories. By arranging and rearranging codes and categories within themed concept maps, commonalities were recognized that possibly characterized patterns across the District regarding perceptions of PD and SBI.

Trustworthiness. To increase the trustworthiness of the research carried out I addressed four main concerns: credibility, , dependability, and confirmability (Lincoln & Guba, 1985; Shenton, 2004).

Credibility. Merriam (2009) suggested that "although qualitative researchers can never capture an objective "truth" or "reality," there are a number of strategies that you as a qualitative researcher can use to increase the "credibility" of your findings" (p. 215). The strategy of triangulation was applied to support the credibility and internal validity of the study. This entailed concurrent triangulation mixed methods of data collection, including both open and closed-ended questions.

Dependability. Detailed text is included to assist readers of the study to cultivate a comprehensive understanding of the methods used and the value of those methods (Shenton, 2004). "Such in-depth coverage also allows the reader to assess the extent to which proper research practices have been followed" (Shenton, 2004, p. 71).

Shenton (2004) suggested the inclusion of the following sections:

a) the research design and its implementation, describing what was planned and executed on a strategic level;

b) the operational detail of data gathering, addressing the minutiae of what was done in the field;

c) reflective appraisal of the project, evaluating the effectiveness of the process of inquiry undertaken.

Confirmability. As mentioned earlier triangulation was utilized. Guillemin and Gillam (2004) emphasized the importance of reflexivity when faced with ethical practice beyond the epistemological features. Yin (2016) called for close exploration during the planning phase of research so one can utilize self-examination and produce conceptual framework. One must look at how the attributes of their own life may skew their "research lens".

Role of the Researcher

I have worked in the educational field for the past nineteen years. The previous six years were spent with the LCSD, three of which I was a school based administrator. I now hold an administrative position at the District level. Under each of these roles, I have been integral in the implementation of the District's Standards-Based Instruction initiative.

In this study, I, the researcher, was the "primary instrument" for data collection and analysis (Merriam, 2009, p. 5). Data was collected through questionnaires. As such Merriam (2009) insisted the researcher "process information immediately, clarify and summarize material, check with respondents for accuracy of interpretation, and explore unusual or unanticipated responses" (p. 5).

Yin (2016) discussed the importance of a researcher's self-examination of their research lens. Two potential perspectives, or multiple realities, are emic and etic. Emic perspectives refer to native meaning in real-world settings. This perspective is sometimes referred to as an "insider" position. The opposite perspective, etic, embodies exterior implications or an "outsider" position. My immersion in the educational profession coupled with my involvement in the LCSD SBI initiative place me in the role of "insider". I have gained valuable insight into

both understanding and analyzing collected data. This “insider” perspective will allow me to study the phenomenon more accurately (Yin, 2016).

Chapter 4. Results

This study was designed to answer the following three research questions relating to the effect of Collective Participation Professional Development on teachers' implementation of a District's initiative to implement Standards-Based Instruction.

1. How do teachers and instructional leaders perceive SBI and the initiative implemented by the District?
2. What do teachers and instructional leaders perceive as their role in SBI and the initiative implemented by the District?
3. What do teachers and instructional leaders perceive as the strengths and weaknesses of the SBI model and the current approach to professional development for implementation?

This chapter provides the statistical results and analysis of the results that may serve to answer the research questions. Pseudonyms have been used for all schools and employees referenced in this study. Open-ended survey responses were coded and analyzed using ATLAS.ti qualitative software (Muhr, 2013). Quotes provided in this section are resultant from an analysis of the open-ended survey data.

Return Rate and Demographic Information

The target sample for this study included a total of 349 teachers of grades kindergarten through twelfth and 38 instructional leaders at both the school and District level. All teachers and leaders took part in the 2015-2016 District wide initiative to fully implement Standards-Based Instruction. The superintendent granted permission to seek participation from the teachers and instructional leaders. Web based surveys were emailed to 349 teachers. A total of 99 teachers

completed the survey with a response rate of 28%. There were 49 partial responses which were not included in the final analysis.

Demographic questions were developed to gain additional insight on the respondents. The percent return rate represents the proportion of teachers and educational leaders completing the survey at a specific school site from the total number who received the survey. The percent of total responses indicates the proportional total returned responses represented by each school site. The greatest teacher survey return rates were from four school sites; Elementary School F (n = 33) had a return rate of 63% and Middle School D (n = 35) had a return rate of 60% followed by Elementary School J (n = 26) with a response rate of 46% and High School A (n = 67) with a return rate of 31%. The remaining school sites had return rates ranging from 6% to 21%. These results are depicted in Table 7.

Table 7

Teacher Return Rate

School	Type	Teachers Surveyed N = 349	Teachers returning survey N = 99	% return rate (school site)	% of total responses
J	Elem	26	12	46.2	12.0
I	Elem	38	6	15.8	6.0
H	Elem	38	6	15.8	6.0
G	Elem	35	2	5.7	2.0
F	Elem	33	21	63.6	21.0
E	Middle	37	5	13.5	5.0
D	Middle	35	21	60.0	21.0
C	High	19	4	21.1	4.0
B	Comb.	10	1	10.0	1.0
A	High	67	21	31.3	21.0
Dist	Dist	11	0	0.0	0.0

Web based surveys were emailed to 38 instructional leaders. A total of 16 instructional leaders completed the survey with a response rate of 42% (see Table 8). There were three partial responses which were not included in the final analysis.

The greatest instructional leader survey return rates were from four school sites; Elementary School H (n = 3), Middle School E (n = 3), Combination School B (n = 1) each had a return rate of 100% followed by High School A (n = 3) with a response rate of 75%. The remaining school sites had return rates ranging from 0% to 50%.

Table 8

Instructional Leader Return Rate

School	Type	Instructional Leaders Surveyed N=38	Instructional Leaders returning survey N=16	% return rate (school site)	% of total responses
J	Elem	3	1	33.3	6.3
I	Elem	2	0	0	0
H	Elem	3	3	100.0	18.8
G	Elem	3	0	0	0
F	Elem	2	1	50.0	6.3
E	Middle	3	3	100.0	18.8
D	Middle	3	1	33.3	6.3
C	High	2	1	50.0	6.3
B	Comb.	1	1	100.0	6.3
A	High	4	3	75.0	18.8
Dist	Dist	12	2	16.7	12.5

Research Question 1: Purpose of SBI Initiative

The first research question was developed to determine how teachers and instructional leaders perceived SBI and the initiative implemented by the District. The questionnaire included four queries regarding views of SBI in relation to student achievement. The participants rated the indicators using a Likert scale: 1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree. To explore potential differences in confidence between teachers and instructional leaders, the data were divided into groups before analysis.

Table 9 represents the survey responses for the perceptions of both teachers and instructional leaders regarding SBI in relation to student achievement.

Table 9

Purpose of SBI Initiative in Relation to Student Achievement

Statement	n	Teacher		n	Inst. Leaders	
		M	SD		M	SD
SBI is effective in increasing student achievement.	99	2.3	.86	16	1.6	.50
The utilization of SBI helps students to better understand the material.	99	2.6	.97	16	1.8	.45
Recoded - Teaching to the standard hinders a student's ability to fully understand the material.	99	2.9	1.03	16	1.6	.50
SBI increases student achievement on District and state mandated tests.	99	2.8	1.01	16	1.9	.62

All of the instructional leaders (M = 1.6) either agreed or strongly agreed that "SBI is effective in increasing student achievement". Only 64% (M = 2.3) of the teachers agreed or strongly agreed.

When asked their agreement with the statement, "SBI helps students to better understand the material", all instructional leaders (100%, M = 1.8) were in agreement. Approximately half of teachers (52%, M = 2.6) agreed.

Instructional leaders and teachers asked to rate their agreement with statement, "SBI increases student achievement on District and state mandated tests". The majority of instruction leaders (88%, M = 1.9) agreed that "SBI was beneficial in increasing achievement on mandated test". Only 44% (M = 2.8) of the teachers were in agreement.

The statement with the greatest discrepancy was, "Teaching to the standard hinders a student's ability to fully understand the material". All of instruction leaders (100%, M = 1.6)

agreed that teaching to the standard DOES NOT hinder a student's ability to fully understand the material. Only 40% (M = 2.9) of the teachers were in agreement.

Teacher questionnaire participants gave a range of perceptions of SBI and the initiative introduced by the District. Some viewed SBI as beneficial for both the student and the teachers. From the teacher's standpoint, Teacher #5 described SBI as "a road map of what needs to be taught to the students." Teacher #73 articulated SBI as an opportunity to "break apart individual skills and allow the opportunity for them to be taught explicitly." Regarding the advantage for students, Teacher #51 stated, "students know what and why we are teaching a certain topic/standard." Teacher #10 claimed it provides the "student with sufficient support for learning." Other answers included narrowing the line of direction and allowing students to manage their own academic studies. Teacher #10 also specified that, "it spells out what the students have learned [and] what was expected of them for that subject."

According to existing literature, what students know, understand and are able to do is at the heart of SBI (Benson, 2012). It was interesting that these teachers used several of those same terms in regard to the purpose of the initiative. However, this was not echoed in the qualitative data.

Some teachers did not have a positive perception of all aspects of SBI and felt the initiative did not allow for autonomy. Teacher #87 remarked, "SBI does not account for differentiation. At a glance Common core says we all have to learn this standard the same way." Teacher #79 explained:

> Perception that SBI demands a "cookie-cutter", lock-step approach to developing curriculum maps and lesson plans may discourage teachers who are more inclined to operate "outside the box". It is stifling.

The inability to teach the actual content of a subject because SBI requires a teacher to teach to a test was another concern. Teacher #36 stated:

> We should not "teach" to the standards. We should use the standard as a focus. But we need to teach our content, so that our students are ultimately successful when they go on to post secondary endeavors, whether that be college, trade school, vocational program, or into the work force. This is the only piece of SBI that I do not agree with. It is NOT appropriate to just teach to the test, it creates a population of students that cannot think for themselves.

Overall, the majority of the instructional leaders viewed SBI as beneficial in increasing student learning and achievement. Approximately, only half of the teachers who participated in the study reported SBI as beneficial in increasing student learning and achievement. These teachers appeared to dissatisfied with the lack of autonomy. The results indicate that the teachers were not in support of this imposing approach to teaching.

Research Question 2: Role in SBI Initiative

The second research question sought to determine the role both teachers and instructional leaders assign to themselves and each other. The participants rated the indicators using a Likert scale: 1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree. To explore potential differences in confidence between teachers and instructional leaders, the data were divided into groups before analysis. Table 10 represents the results.

Table 10

Principal's Role in SBI Initiative

Statement	n	Teacher		n	Inst. Leaders	
		M	SD		M	SD
I/My principals was/were well prepared to identifying and carrying out the professional development needs of staff in the area of SBI	99	2.2	.98	16	2.3	1.01
I/My principals viewed the PD of teachers is a top priority	99	2.2	1.04	16	1.9	1.02
I/My principals were able to offer practical suggestions for professional growth	99	2.3	1.02	16	1.5	.52
PLC goals were aligned with the SBI goals of the school district	99	2.1	.88	16	1.4	.77
I/My principals offered feedback and support that ensured adequate implementation of SBI	99	2.3	1.10	16	1.9	.81
I/Administrators played an important role in defining professional development activities in this District	99	2.3	.90	16	1.9	.77
The focus of professional development was influenced by the District's Strategic Plan strategy to focus PLCs on SBI	99	2.2	.74	16	1.8	.54

Instructional leaders and teachers asked to rate their agreement with the statement, "Administrators played an important role in defining professional development". The majority of instruction leaders (88%, M = 1.9) agreed that SBI was beneficial in increasing achievement on mandated test. Only 71% (M = 2.3) of the teachers were in agreement.

While 94% (M = 1.8) of the instructional leaders either agreed or strongly agreed that "the focus of professional development was influenced by the District's Strategic Plan strategy to focus PLCs on SBI". Only 71% (M = 2.2) of the teachers agreed or strongly agreed.

The statement with the greatest discrepancy was, “principals were able to offer practical suggestions for professional growth”. All of instruction leaders (100%, M = 1.5) agreed that principals were able to offer practical suggestions for professional growth. Only 70% (M = 2.3) of the teachers were in agreement.

In response to the questionnaire open-ended inquiry examining the strengths and weaknesses, Teacher #68 commented, “We were just told that is what we need to do and that is what administration expects to see when they walk in. There was no definite example of what was expected.” Instructional Leader #15 explained,

> Administrators that are not fully aware of what SBI is and the instructional shifts that need to occur in classrooms for full implementation are a significant barrier. Many of them have not been fully trained in what to look for in regards to core actions that indicate the shifts are occurring.

On the contrary, Teacher #87 stated, “I like how the new principal this year has allotted time for teams to plan more/better together, focusing on Standards-Based Instruction.” Instructional Leader #7 shared, “the current strengths are having administrators and reading coaches take part in the instructional rounds where "standards" are deeply discussed and analyzed. This not only betters the knowledge of the administrator, but it also improves the quality of their feedback.”

Table 11 represents the responses of both instructional leaders and teachers regarding the teacher’s role in the implementation of SBI strategies.

Table 11

Teacher's Role in SBI Strategy Implementation

Statement	n	Teacher		n	Inst. Leaders	
		M	SD		M	SD
Teachers/I utilized student data to determine learning priorities and individual student progress	99	2.2	.80	16	2.4	.63
It was often difficult (for teachers) to differentiate instruction	99	3.3	1.14	16	3.9	.68
My teachers/I saw the benefit of utilizing SBI	99	2.4	.83	16	2.3	.70
My teachers/My instructional practices focused on SBI strategies	99	2.2	.80	16	2.5	.73
Learning goals help students better understand what is expected of them	99	2.1	.84	16	1.6	.51
Teachers/I have difficulty determining the appropriate feedback students need to better understand a concept	99	3.0	.95	16	3.9	.89
Formative assessments are difficult to create, implement, and/or evaluate	99	3.1	1.12	16	2.4	.96
My teachers/I are/am fully capable of implementing instructional shifts into lessons	99	2.1	.77	16	3.0	.89
If students are underachieving, it is most likely due to ineffective teaching	99	3.9	.93	16	2.6	.89
Students at my grade level think concretely, and teachers can't be expected to teach them to work with abstract concepts	99	2.2	1.06	16	1.9	.57
Students' achievement is directly related to their teacher's skills	99	3.2	1.12	16	2.8	1.00
My teachers/I can help students learn to work on their own to gather appropriate evidence to support their ideas	99	2.0	.61	16	2.4	.72
My teachers/I are/am comfortable letting students struggle with a problem for which there is no immediately obvious method of solution	99	2.6	.97	16	3.4	.81
My teachers/I have a difficult time getting students to use clear explanations when discussing their thinking	99	3.2	1.03	16	3.4	.89
My teachers/I know how to prepare students to plan their own approaches to solving problems	99	2.4	.66	16	3.4	.81
Even a teacher with good teaching abilities may not be able to help some students learn	99	3.5	1.25	16	2.1	.85

When analyzed by the researcher, there were four notable, recurring themes that emerged: Accountability for student success, planning, classroom practices, and student centered approach.

Accountability

Based on the data collected, teachers did not hold themselves accountable for student success and achievement. However, the majority of instructional leaders viewed the success of students are more directly tied to a teachers ability. The following survey data was utilized to support this finding.

Statements marked with RC were recoded for mean calculation. The statement, "Even a teacher with good teaching abilities may not be able to help some students learn", had the greatest discrepancy. Only three instructional leaders (19%, M = 2.1) reported that they agreed or strongly agreed with the statement. Over half of the teachers (58%, M = 3.5) either agreed or strongly agreed.

Over one-fifth of the teachers (22%, M = 2.7) surveyed agreed or strongly agreed with the statement, "Students at my grade level think concretely, and teachers can't be expected to teach them to work with abstract concepts". None of the instructional leaders (0%, M = .6) perceive this statement as true.

Half of the instructional leader's (50%, M = 2.8) either agreed or strongly agreed with the statement, "Students' achievement is directly related to their teacher's skills". Only 25% of the teachers (M = 3.4) responded with agree or strongly agree.

Over half of the instructional leaders (56%, M = 2.6) surveyed agreed or strongly agreed with the statement, "If students are underachieving, it is most likely due to ineffective teaching". Only 11% of the teachers (M = 3.9) agreed or strongly agreed.

Planning

Teachers reported the planning stage of SBI as difficult. Instructional leaders did not hold this same perception. The majority of instructional leaders indicated that planning was not difficult. The following data supports this finding.

The statement, "Formative assessments are difficult to create, implement, and/or evaluate", was recoded for mean calculation. While 43% instructional leaders (M = 2.4) either agreed or strongly agreed with the statement, only 12% of the teachers (M = 3.1) agreed or strongly agreed.

Fourteen instructional leaders (88%, M=3.95) agreed or strongly agreed with the recoded statement, "It was often difficult (for teachers) to differentiate instruction". However, fifty-three (54%, M = 3.3) teacher agreed or strongly agreed with the statement.

Classroom Practices

The majority of teachers reported that their classroom practices were in line with the expectations of SBI. However, instructional leaders did not hold this same observation.

Respondents were asked to rate their perception of, "Teacher ability to implement instructional shifts". Two-thirds of the teachers (67%, M = 2.3) reported that they are capable of implementing instructional shifts into lessons. However, only 38% of the instructional leaders (M = 3.0) either agreed or strongly agreed with the statement.

Participants were asked to rate their agreement with the statement, "Learning goals help students better understand what is expected of them". Instructional leaders (100%, M = 1.6) all reported agreement or strong agreement with the statement. Only 79% (M = 2.1) of the teachers agreed or strongly agreed.

The statement, “Teachers/I have difficulty determining the appropriate feedback students need to better understand a concept”, was recoded for mean calculation. Most instructional leaders (82%, M = 3.9) reporting agreement or strong agreement with this statement. Few teachers (34%, M = 3.0) reported agreement or strong agreement.

Student Centered

The majority of instructional leaders did not report observing student centered learning taking place. However, most teachers indicated that their methods focused on student centered learning.

Only 19% of the instructional leaders (M = 3.4) surveyed reported that they agreed or strongly agreed with the statement, “My teachers/I know how to prepare students to plan their own approaches to solving problems”. Sixty-seven percent of the teachers (M = 2.6) agreed or strongly agreed.

Responses to the statement, “My teachers/I are/am comfortable letting students struggle with a problem for which there is no immediately obvious method of solution”, were vastly different between instructional leaders and teachers. Three of the instructional leaders (19%, M = 3.4) reported that they either agreed or strongly agreed with the statement. Sixty of the teachers (60%, M = 2.6) either agreed or strongly agreed.

When asked to share the strengths of SBI, teacher effort and enthusiasm were common themes for both instructional leaders and teachers. Teacher #10 commented, “it is the teachers responsibility to add support that will enhance the students learning and eventually enable them to master new skill or task.” The “enthusiasm of teachers to improve their skills” was a comment from Teacher #77. Teacher #35 stated, “my strength is that I understand the standards.”

Instructional leaders reported similar perceptions. Instructional Leader 15 stated, “I do fully believe that we have teachers who want to do what is best for students and want to be equipped to deliver SBI within their classrooms.” Instructional Leader 14 said, “The current major strength I see is that teachers truly want students to succeed.” Instructional Leader 11 commented, “Teacher[s] are becoming more familiar with the standards and expectations.”

Research Question 3: Strengths and Weaknesses of the SBI model and the current approach to PD?

The third research question was developed to determine what teachers and instructional leaders perceived as the strengths and weaknesses of the SBI model and the current approach to professional development for implementation.

Teachers were asked to rate the coverage of specific strategies during the SBI PD sessions using a Likert type scale: 1=Not Covered, 2=Minimal Coverage, 3=Central Topic. Responses were recoded as shown in Table 12.

Table 12

Frequency of Responses Regarding PD Topics

PD Topics	Teachers					Instructional Leaders				
	Central Topic (1)	Minimal Coverage of Topic (2)	Topic Not Covered (3)	n	SD	Central Topic (1)	Minimal Coverage of Topic (2)	Topic Not Covered (3)	n	SD
Teaching to the Depth of the Standard	58	23	17	98	.77	8	6	2	16	.72
Lesson Planning (learning goals, rubrics, collaboration, etc.)	39	48	11	98	.66	9	5	2	16	.73
Instruction (formative assessment, assignments, evidence of learning, feedback, etc.)	56	34	8	98	.65	8	7	1	16	.63
Using data to drive instruction	59	30	9	98	.66	11	4	1	16	.62
Standards-Based Strategies (text complexity, conceptual understanding, higher order questions/thinking, etc.)	55	32	11	98	.69	10	3	3	16	.81

Although one teacher participant did not answer the five questions related to PD topics, they did respond to all other questions in the survey. The teacher was not included in this data set making the total number of teacher responses 98. Lesson planning had the highest percent of teachers (60%, M = 1.7) reporting that the strategy was minimally or not covered. However, 56% of instructional leaders (M = 1.6) reported lesson planning as a central topic.

Instruction (50%, M = 1.6) and teaching to the depth of the standard (50%, M = 1.6) were highest reported as strategies minimally or not covered by instructional leaders. Similarly, teachers reported instruction (42%, M = 1.5) and teaching to the depth of the standard (40%, M = 1.6) as strategies minimally or not covered. Almost half of all participants did not view either of the PD topics, instruction or teaching to the depth of the standard, as central topics.

Although 31% (M = 1.4) of the instructional leaders and 40% (M = 1.5) of the teacher reported that using data to dive instruction was minimally or not covered, this was the strategy with the highest percent of participants reporting it as a central topic.

While 69% of the instructional leaders (M = 1.6) reported Standards-Based Strategies as a central PD topic, only 55% of the teachers (M = 1.6) held this same perception.

The questionnaire also included six queries regarding views of SBI PD. The participants rated the indicators using a Likert scale: 1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree. To explore potential differences in confidence between teachers and instructional leaders, the data were divided into groups before analysis as shown in Table 13.

Table 13

Percent of agreement: Purpose of Professional Development

	n	Teacher			n	Inst. Leaders	
Statements		% Agree or Strongly Agree	M	SD	% Agree or Strongly Agree	M	SD
The professional development in the area of SBI prepared my teachers/me to better meet the needs of all learners	99	66	2.3	.81	81	2.0	.82
The teachers I was responsible for/teachers have received adequate training and understand how to implement SBI	99	61	2.4	.93	56	2.4	.89
The purpose of PD for K-12 teachers was to increase student achievement by improving instruction	99	85	2.0	.61	100	1.7	.48
The majority of PLCs were beneficial in helping teacher's better implement SBI	99	57	2.6	.94	81	2.5	.89
RC - Too often, PLCs were spent discussing procedures and non-pedagogical obligations	99	37	3.0	.95	44	3.13	1.31
PD provided teachers with research-based instructional strategies that assisted all learners in meeting rigorous academic standards	99	57	2.5	.88	75	2.3	.68
PD positively impacted student achievement.	99	52	2.6	.82	69	2.3	.70

Instructional leaders and teachers were asked to rate their agreement with the statement, "Professional development in the area of SBI prepared my teachers/me to better meet the needs of all learners". The majority of instruction leaders (81%, M = 2.0) agreed that professional development in the area of SBI prepared my teachers to better meet the needs of all learners, however, only 66% (M = 2.3) of the teachers were in agreement.

Responses to the statement, "Teachers I was responsible for/teachers have received adequate training and understand how to implement SBI", were similar between instructional leaders and teacher. Nine of the instructional leaders (56%, M = 1.7) reported that they either agreed or strongly agreed with the statement. Sixty-one of the teachers (61%, M = 2.4) either agreed or strongly agreed. Only a little over half of both teachers and instructional leaders agreed with the statement, "Teachers I was responsible for/teachers have received adequate training and understand how to implement SBI."

All of the instructional leaders (100%, M = 1.7) surveyed either agreed or strongly agreed with the statement, "The purpose of PD for K-12 teachers was to increase student achievement by improving instruction." Only 85% of the teachers (M = 2.0) agreed or strongly agreed.

Responses to the statement, "The majority of PLCs were beneficial in helping teacher's better implement SBI", were vastly different between instructional leaders and teacher. Most instructional leaders (81%, M = 2.5) reported that they either agreed or strongly agreed with the statement. Just over half of the teachers (57%, M = 2.6) either agreed or strongly agreed.

The statement, "Too often, PLCs were spent discussing procedures and non-pedagogical obligations", had the lowest number of instructional leaders (44%, M = 3.1) and teachers (37%, M = 3.0) that either agreed or strongly agreed.

The statement, “PD provided teachers with research-based instructional strategies that assisted all learners in meeting rigorous academic standards”, asked participants to rate their agreement. The number of instructional leaders (75%, M = 2.3) reporting agreement or strong agreement with this statement was higher than teachers (57%, M = 2.45) reported. A far greater percentage of instructional leaders than teachers perceived that PD provided teachers with research-based instructional strategies that assisted all learners in meeting rigorous academic standards.

Participants were asked to rate their agreement with the statement, “PD positively impacted student achievement”. Over two-thirds of instruction leaders (69%, M = 2.3) agreed that PD positively impacted student achievement, however, only 52% (M = 2.6) of the teachers were in agreement.

On average, instructional leaders reported professional development in the area of SBI prepared teachers to better meet the needs of students.

Qualitative Results. Teachers and instructional leaders were asked, “What do you view as the current strengths and/or barriers to successful implementation of SBI?” Participants were also asked to describe a specific PD opportunity share additional comments. Thirty-five teachers (35%) and twelve instructional leaders (75%) responded to the open-ended questions. Although it would be problematic to generalize the qualitative results to the targeted population, the findings were important. Two main categories emerged: PD and the SBI model itself. When coded and analyzed by the researcher, there were several notable, recurring themes that emerged from the personal comments.

Professional Development. Open-ended responses related to the category of PD were in line with the quantitative findings. Three major themes emerged: Content, Amount, and Staffing (see Table 14).

Table 14

PD themes that emerged regarding strengths and barriers to the SBI initiative

	Instructional Leaders		Teachers	
Theme	*Strength N*	*Barrier N*	*Strength N*	*Barrier N*
Content	0	1	15	13
Amount	0	0	0	4
Staffing	0	4	0	0

Content. The theme, content covered, was both the greatest strength and greatest barrier in professional development as reported by teachers. Fifteen of the teachers (43%) that responded shared a strength relating to content. Surprisingly, only six of the fifteen responses were related to District produced PLCs. Of those six, two referred to opportunities to work with their team. Teacher #76 said, "Having PD on a monthly basis (subs in the classroom) and working through the standard with a team of your peers allows for team building and creating lessons that work for your school." Teacher #4 explained:

> …teams met with their grade levels, administration, and the reading coach to unpack a standard and determine the alignment of activities to the standard. This opportunity helped teachers when planning lessons to make sure each activity was meeting the depth of the standard.

Other teachers discussed DOK and Instructional Shifts, Unpacking the Standards, Accountable Talk, and Literacy First training facilitated at the school level. This illuminates the notion that the school based leaders were implementing PD related to SBI.

It is interesting to note that the remaining nine responses referenced PD opportunities outside the District. Although extensive professional development was offered at each school site, several teachers reported non District created PD as more beneficial.

Four teachers acknowledged iReady training as beneficial. Teacher #74 viewed the training provided by the iReady representative as beneficial due to the incorporation of, "Standards Mastery [which] is to the rigor and depth of the standard that SBI is supposed to be used." Teacher #76 appreciated the, "targeted instruction includ[ing] how to access iReady toolbox and other enhancements to the program." Teacher #12 shared perceived results of utilizing the iReady PD in the classroom:

> At first it seemed difficult to implement for the students, however, the students adjusted and so did I. Also, the ability to see immediate data, assign extra lessons for practice for individual students, especially full-time VE students, helped to differentiate for all students.

The remaining responses were related to online courses, Kagan, and PD offered through the local consortium. Although several teachers reported strengths related to the current PD opportunities, only six were associated with District produce trainings. In summation, teachers appeared to view non-District created PD as being more beneficial.

Thirteen of the teachers (37%) and one of the instructional leaders (8%) that responded shared a barrier relating to content. Instructional Leader #15 shared, "As a district we must do a

better job of determining what SBI PD should look like … as well as accountability in supporting and monitoring the results of the PD."

The lack of differentiation in the implementation of PD was perceived as hindering individual teachers from receiving the support needed. Teacher #66 referred to a specific PD opportunity and stated, "Differentiated Instruction it wasn't." Teacher #16 stated:

> We are expected to attend way to much PD, especially for experienced teachers. We need time to look at data, plan accordingly, and organize to make learning more meaningful for our students. Everything is so rushed because we are required to implement various programs in our day, attend so many meetings, and are spread way to thin. … Ineffective teachers should be required to attend PD regularly. Effective teachers need to be allowed to use their time more wisely during the school day.

A final barrier stated by Teacher #89 was, "Content specific training is severely lacking in our county."

The data indicates that teachers are attending PD both within and outside of school expectations, but participants indicated that the PD opportunities lacked differentiation. This would suggest that given the prospect of determining their own needs, teachers would potentially select opportunities that best met their individual shortcomings.

Amount of PD. Four of the teachers (11%) that responded to open-ended questions referred to the amount of time spent in PD. All four viewed the amount of time spent as a barrier. Teacher #87 expressed that too little time was spent learning new strategies:

> During one of the PLC's I remember we discussed SBI briefly and how we need to address it for one of our DPP Goals. We covered minimally, strategies and some practices/areas that might satisfy this goal for the DPP. At most it was not beneficial to

me because I am still spinning my wheels trying to follow SBI in my Full-time ESE classroom.

Other teachers believed there was too much PD rolled out too quickly. Teacher #12 stated:

> In my opinion, I am in favor of the SBI, however, there has been too much information, too quickly, and not enough time to digest, implement, or extra time for the teachers, especially new teachers, to truly introduce, learn, research for resources, and apply for themselves before presenting to the students.

Both qualitative and quantitative results expressed that, in general, teachers did not have adequate time to comprehend and put into practice new strategies learned through PD.

Staff. Instructional leaders (N = 4, 33%) that responded perceived the greatest PD barriers as sufficient staff. Instructional Leader #15 shared the concern of administrator knowledge:

> Administrators that are not fully aware of what SBI is and the instructional shifts that need to occur in classrooms for full implementation are a significant barrier. Many of them have not been fully trained in what to look for in regards to core actions that indicate the shifts are occurring.

The remaining three stressed the lack of classroom support beyond the PD. Instructional Leader #4 stated, "The primary barrier is professional development; specifically, a lack of support in the PD-to-practice loop." Instructional Leader #7 maintained:

> We do not have specialist who can lead the charge beyond the PD received. We need coaches in each content to get into classrooms to help teachers practice and grow with the standards… Barriers continue to be the transfer of this to the classroom level. Our district

does not have the infrastructure to provide on-going collaborative planning nor coaching in the classroom.

All four of the instructional leaders voiced concerns surrounding insufficient staff to assist teachers with putting their newly learned skills into practice.

SBI Model Itself. Open-ended responses related to the category of SBI Itself were also in line with the quantitative findings. Seven major themes emerged: Teacher Effort, Standards/Assessments, Overwhelming, Students, Teacher Understanding/Ability, and Resources (see Table 15).

Table 15

SBI Model themes that emerged regarding strengths and barriers to the SBI initiative

	Instructional Leaders		Teachers	
Theme	*Strength* *N*	*Barrier* *N*	*Strength* *N*	*Barrier* *N*
Resources	0	6	0	22
Teacher Understanding / Ability	0	8	0	4
Standards / Assessments	1	3	4	7
Students	0	0	0	4
Overwhelming	0	0	0	3
Teacher Effort	3	0	3	0

Teacher Effort. Both instructional leaders (25%) and teachers (9%) that responded perceived teacher effort as a strength. Instructional Leader #5 stated, "Teachers [are] willing to attend PD and learn how to use SBI." Instructional Leader #14 shared, "The current major strength I see is that teachers truly want students to succeed." Teacher #77 perceived the "enthusiasm of teachers to improve their skills" as a strength.

Standards / Assessments. Four of the teachers (11%) and one instructional leader (8%) that responded perceived the standards as a strength. Instructional Leader #9 claimed, "Standards give teachers [a] concrete point for instruction." Teacher #73 explained that standards, "break apart individual skills and allow the opportunity for them to be taught explicitly." Teacher #5 perceived the standards as, "a road map of what needs to be taught to the students." The other two shared that the standards are beneficial in helping student know what is expected.

Seven teachers (20%) and three instructional leaders (25%) that responded perceived standards and assessments as a barrier. Both a teacher and instructional leader professed that assessments in relation to the standards are subpar. Instructional Leader #2 asserted that there is a, "lack of a summative assessment that allows us to measure students' learning similarly to how it was taught." Teacher #77 stated that there is an, "overwhelming amount of value placed on student state test scores to determine teacher, school, District, and student worth."

These responses indicated a lack of support of the mandated testing that accompanies SBI.

Several respondents observed that there are too many standards. Instructional Leader #11 claimed, "Ensuring that all standards are covered and mastered is a struggle." Teacher #89 pointed out, "A barrier would be the time allowed to teach ALL standards." Teacher #80 remarked, "Time is the major concern in delivering SBI and having students prepared for state assessments. If we assess in March/April there is realistically not enough time to provide SBI for all standards required for the content area." Teacher #75 replied, "I think the standards themselves are problematic. I feel that courses such as Algebra 2 are burdened with too many standards."

In relation to the number of standards teachers are required to cover, respondents expressed a lack of time to effectively teach each to mastery. If teachers are burdened with ensuring they hit upon each standard, are the truly teaching to a depth that is beneficial to the student.

Teachers also declared that the standards are too difficult. Teacher #58 testified, "The standards are too hard for the kids." Teacher #84 stated, "Students in the lower grades are expected to understand concepts rather than address concrete learning needed to be successful in

life." Teacher #70 perceived a barrier as, "the incredible gap in learning the standards [between] my average students & advanced ones." Teacher #87 commented:

> These standards are ridiculous and do not take into consideration the multiple intelligence's that these children have. We teach them the "common core" way to critically think, when my students' brains just do not work that way (and that can be proven if we look at the way their brains function with autism or related disorders, versus neuro-typical brains). I am constantly trying to play catch-up because the ways we are taught do not take into consideration real differentiation. SBI does not account for differentiation. At a glance Common core says we all have to learn this standard the same way. That is just not possible for everyone to learn something the same exact way. It does not truly allow students to critically think and problem solve on their own.

Although cognitive complexity is an expectation of SBI, teachers perceive many of the standards as too difficult. Given the difficulty level and time constraints reported, this researcher questions the correlation with the teacher's view of autonomy.

Overwhelming. Three teachers (9%) viewed SBI as overwhelming. Teacher #36 maintained, "The hard part is teaching them in different ways so that all modalities are addressed for my students." Teacher #77 shared that there are:

> Too many expected curriculum products - ie. Two math books and iReady and Reflex Math and Acaletics all expected to be analyzed, evaluated, aligned, and condensed to fit into one class period less than an hour a day with standards mastery tests with only 8 working computers.

Teacher #12 stated:

> In my opinion, I am in favor of the SBI, however, there has been too much information, too quickly, and not enough time to digest, implement, or extra time for the teachers, especially new teachers, to truly introduce, learn, research for resources, and apply for themselves before presenting to the students.

Students. Four teachers (11%) perceived the students themselves as a barrier. Teacher #3 related the barrier to student ability,

> Some students can take this direction and some students need an alternative choice. If students are not performing on or above grade level, it is difficult to implement standards on grade level to those students. They struggle and fall behind even more.

The other teachers commented on the lack of student effort. Teacher #33 stressed:

> The primary challenge of SBI, as with any classroom experience, is a student's personal "investment" in his or her own learning experience. The "buy in" for some students is an often daunting obstacle that, unfortunately in some cases, seems to be impossible to accomplish.

Teacher #7 concluded, "Student issues, lower motivation, behavioral issues, and lack of effort sometimes hinder academic achievement/grades." Teacher #19 shared, "Students are not wanting to do the work needed to understand the depth of the standards."

Teacher Understanding / Ability. Four teachers (11%) and eight instructional leaders (75%) that responded perceived teacher understanding and/or ability as a barrier. Instructional leader comments included,

> "Teachers can teach the students the process of something, but they struggle with the conceptual understanding teaching." (IL#8)
>
> "Standards-Based Instruction is rocket science." (IL#7)

"The standards are still new to our [state] teachers and it is going to take just a little bit of time for them to fully understand the standards." (IL#13)

"The major barrier I see is getting them over the hump of "this is what I have done for X number of years" or "this is how I interpret the test item specs" when it is not correct." (IL#14)

"Encouraging teachers of intensive classes to hold high expectations." (IL#10)

"Teacher at this site widely believe that their textbooks are designed to cover all state standards. It has been a struggle getting them to accept that in order to truly have SBI, they must draw on outside resources and activities that incorporate level 3 thinking." (IL#6)

It was evident that the instructional leaders perceived and/or realized that some teachers were struggling.

The teacher responses included,

"I think that teachers get caught up in thinking that is all that needs to be taught. This in turn hinders the students from getting a full concept of any idea being taught." (T#5)

"Teachers tying themselves and their teachings to specific publisher's materials without assessing it's alignment to current standards." (T#7)

"I am still spinning my wheels trying to follow SBI." (T#87)

"Knowing the depth of the standard is the greatest barrier to successful implementation of SBI." (T#4)

Resources. Resources, as perceived by teachers (63%), were by far the greatest perceived hindrance to the successful implementation of SBI. Six instructional leaders (50%) that

responded also held this same perception. Time was a common topic. Four teachers referred to the amount of class time required for execution of SBI. Teacher #51 stated:

> When we teach one standard to completion and then test. Many times a few students may need more time. But we are required to go on to the next standard and try to differentiate for the students falling behind. Good theory, reality in practice is not always so good.

Other comments included:

"For my subject area, the small amount of instructional time is the biggest barrier to implementing SBI." (T#28)

"The time allowed for each standard is insufficient." (T#24)

"Getting to the depth of the standard takes work and creativity. There just doesn't seem to be enough time to do it right." (T#76)

Teachers were feeling instructional pressure to impart all of the required standards. A choice would have to be made to either ensure minimal coverage of each standard, possibly forgoing mastery, or not teaching all of the standards.

Planning time was also perceived as a barrier. Three instructional leaders (25%) and four teachers (11%) that responded referenced this in their answers. "Teachers need time to be allowed to plan, plan, and plan", contended Teacher #61. Teacher #74 shared, "We are spending additional hours looking for … additional resources."

Instructional Leader #5 pointed out the "large amount of time for teachers to work together to develop scope and sequence and find materials to support the teaching of the standards." Instructional Leader #15 shared that, "teachers may not have the time to seek out materials that are aligned."

In addition to a lack of time to implement the standards, planning time was also a concern. Instructional leaders and teacher alike reported it was difficult and time consuming to search for materials appropriate for supporting the required curriculum.

Others voiced concerns related to the District created curriculum maps and iReady, a software product purchased by the District to support the curriculum. Teacher #2 stated, "…curriculum maps are not properly aligned to the standards and the order in which children need to learn them." Teacher #16 voiced:

> Mapping is all over the place. Schools are using different materials and assessments to teach and assess students. We need more consistency across the district in elementary schools. The maps are too [vague] and many standards are not mapped. For instance, only reading comprehension standards are mapped specifically for ELA.

I was evident that teachers did not view the curriculum maps as impetus to enhancing their classroom instruction.

Several teachers also commented on the iReady curriculum. Teacher #74 revealed:

> My concern is with the district curriculum provided, we don't have adequate, or enough resources to teach to the depth of the standard. (Reading Street doesn't align with [state] Standards & I don't think iReady has enough resources for students to have ample practice in order to achieve mastery.)

Other teachers stated:

> "iReady is the best thing we have right now and it is still missing the mark." (T#68)

> "I use the iReady program to help me achieve individual instruction, and to identify strengths and weaknesses in students throughout the year. We are doing the best we can with what we've got." (T#76)

“Teachers, are fed up with teaching to i-Ready! If we could focus on the standards maybe we wouldn't be so upset! It's hard not to confuse i-Ready and the standards at this point.” (T#58)

“Also, using iReady as a core curriculum isn't appropriate. iReady consultants have stated specifically that it is not a core curriculum, it is a resource for teachers and students. We need a curriculum that will create consistency.” (T#16)

In sum, teachers did not believe that iReady was adequate to support the expectations of SBI. They made it very clear that the program was not sufficient to assist students with achieving mastery of standards.

Instructional Leader #15 perceived resources as a barrier, “[Teachers are] ill equipped with current textbooks as a major source of instructional materials that may not be aligned to standards.” Instructional Leader #2 shared, “Lack of materials aligned to the depth of the standard; lack of a summative assessment that allows us to measure students' learning similarly to how it was taught.” Teacher #77 commented that there are “not enough supplies and computer equipment to support expectations of curriculum.”

An interesting quote from Instructional Leader #15 was, “As a district we must do a better job of determining … who can best deliver it, and ensuring that resources are allotted to meet the need.” Autonomy was also a barrier as perceived by several teachers. Teacher #36 stated:

> We should not "teach" to the standards. We should use the standard as a focus. But we need to teach our content, so that our students are ultimately successful when they go on to post secondary endeavors, whether that be college, trade school, vocational program, or into the work force. This is the only piece of SBI that I do not agree with. It is NOT

appropriate to just teach to the test, it creates a population of students that cannot think for themselves. They need to be thinkers and problem solvers, not robots.

Other remarks included:

“Perception that SBI demands a "cookie-cutter", lock-step approach to developing curriculum maps and lesson plans may discourage teachers who are more inclined to operate "outside the box". It is stifling.” (T#79)

“We should be given freedom to expand on those standards so that our kids do not become bored, stagnant, and stifled. This is where the differentiation piece can come in.” (T#36)

“Too limited in scope. Should be able to expand on topics rather than be forced to move on to ensure coverage of all SBIs.” (T#31)

Throughout the responses, teachers expressed that SBI did not allow for autonomy. The teachers expressed that they were not able to teach to their own tenets and interpretations of the standards. The common thread was that students were not receiving the instruction that lends itself to independent, individualized thinking.

Chapter 5. Discussion

The purpose of this evaluative study was to examine the shared perception of Standards-Based Instruction given the District's implementation of collective participation professional development. The research study focused on both District and school leaders in the Lagoon County School District with a teacher development research base in an effort to lead informed recommendations about effective future professional development, improvement in instructional practices, and student learning gains.

Summary of Study

In order to make informed recommendations about future professional development for the teachers of Lagoon County School District, current trends were examined in an effort to develop a better understanding of what educators believe and perceive about professional development.

All ten school sites within the District participated in the research study. Participants were asked to identify their perceptions of the District's initiative to implement Standards-Based Instruction.

This study was designed to investigate the following research questions:

1. How do teachers and instructional leaders perceive SBI and the initiative implemented by the District?
2. What do teachers and instructional leaders perceive as their role in SBI and the initiative implemented by the District?
3. What do teachers and instructional leaders perceive as the strengths and weaknesses of the current approach to SBI and professional development for implementation?

Both qualitative and quantitative data collection methods were employed to more fully examine what meaning and purpose District wide educators and leaders ascribe to the instructional implementation of Standards-Based Instruction given ongoing collective participation in professional development experiences.

Discussion of Results

Teachers' and instructional leaders' perceptions of SBI and the initiative implemented by the District. The first research question investigated how teachers and instructional leaders perceived SBI and the initiative implemented by the District. Findings from the questionnaires indicated that teachers and instructional leaders had very different perceptions of SBI and the initiative implemented by the District.

Based on the survey questions measuring the instructional leaders' and teachers' perceptions of the SBI initiative in relation to student achievement, instructional leaders indicated that they perceived SBI as very beneficial, however, teachers did not hold this same perception (see Table 9).

The survey results also indicated that instructional leaders were more likely than teachers to agree with the statement, "SBI increases student achievement on District and state mandated tests." Instructional leaders endorsed the statement that, "the utilization of SBI helps students to better understand the material" more strongly than teachers. Instructional leaders indicated disagreement with the statement "teaching to the standard hinders a student's ability to fully understand the material" more intensely than teachers. Finally, all instructional leaders that participated in the survey indicated that they agreed with the statement, "SBI is effective in increasing student achievement" indicating they endorsed the statement more strongly than teachers.

In addition to the survey results, open ended answers also reveal the teachers' adversarial perception of SBI. Many alleged that the initiative did not allow for autonomy. Teachers indicated that they were "teaching to the test".

These responses mirror the beliefs of Trujillo and Renée (2013) that relying on standardized tests as a single measure of effectiveness is problematic. The results indicate that the teachers are not advocates of this authoritative approach to teaching.

According to the data, most instructional leaders viewed SBI as beneficial. Given both the quality and quantity of professional development offered to both administrators and instructional leaders, the results were not unexpected. However, the results were indicative of low teacher buy-in. Again, the results were not startling. While there was a plethora of PD offered to instructional leaders, most was geared toward implementation and strategies related to SBI itself. Little, if any, PD assisted the instructional leaders with the implementation of a new reform. In turn, it is likely that school based leaders lacked the skills and knowledge necessary to lead the teachers in executing such a large change effort. Priestley (2005) stated, in the end reform will be ineffective if teachers do not comprehend and own the transformation themselves. Districts must invest in both teacher and administrator SBI PD if they hope to improve student achievement (Darling-Hammond & Rustique-Forrester, 2005).

The success of any school reform effort designed to improve student results is depended on the commitment of the teachers implementing the strategies (Priestley, 2005). According to Fullan (2001), teachers are vital to the success of educational reform efforts. Teachers are tasked with employing intensive, collaborative efforts. Loucks-Horsley (2010) charged that change occurs actively through interaction with new ideas, understandings, and real-life experiences.

This can be problematic as teachers are asked to change their understandings through active learning experiences that are dissimilar from how they were trained initially. Gess-Newsome (2003) maintained that teachers feasibly hold the key to the success or failure of a new reform by the very nature of their beliefs.

If the nature of a teacher's beliefs do not match those of their students, there could be a powerful impact on outcomes. As new initiatives are implemented in our schools, the social and cultural framework in which our children are living, attending and responding to the expected rigor becomes an important characteristic of culturally applicable practices. Educators must expand their rational about culturally suitable practices to recognize the influences of sociocultural factors (Goldstein, 2008). The percentage of non-Caucasian instructional leaders (0%), teachers (15%), and students (56%), varied greatly. Given this discrepancy in racial diversity and the beliefs and values held, social and cultural contexts govern the information and skills that are worthwhile and form philosophies of the most effective instructional practices (Rogoff, 1990). Goldstein (2008) charged,

> when children move from their familiar sociocultural context to an unfamiliar context, the well-developed capabilities they possess might not be appreciated or considered relevant. Further, they may lack the knowledge, skills, and experiences expected and valued in the new context. These children require focused support to be successful in that new context.

Epstein (2014) proclaimed, instructional decisions made to reflect the specific goals of a given lesson, including both student and teacher-directed learning, should not be viewed as an inappropriate practice, especially when a lesson's content would be more effectively taught utilizing one method over the other. This approach to balanced instruction allows teachers

greater autonomy when making decisions. This methodology would be particularly useful for teachers who must teach a regulated curriculum such as SBI. Balanced instruction would help to form a foundation for instruction that provided students with engaging, culturally applicable practices (Goldstein, 2008).

Role in Standards-Based Instruction. The second research question sought to determine the role both teachers and instructional leaders assigned to themselves and each other. Again, findings from the survey indicated both teachers and instructional leaders had differing perceptions of both their own role and the role of the other.

Principal's Role. Survey questions designed to understand both teachers' and instructional leaders' perceptions asked participants to rate their agreement with statements regarding the principal's role in the SBI initiative (see Table 10). The results of the study showed that instructional leaders who participated in the survey on average thought principals were providing support, feedback and PD that assisted teachers with the implementation of SBI. However, there was a gap between what was perceived by the instructional leaders and the teachers.

When surveyed about PD, instructions leaders indicated agreement with the statement "Administrators played an important role in defining professional development" more deeply than teachers. Instructional leaders also endorsed the statement, the focus of professional development was influenced by the District's Strategic Plan strategy to focus PLCs on SBI more strongly than teachers.

Approximately only three-fourths of both teachers and instructional leaders agreed that principals offered feedback and support that ensured adequate implementation of SBI. However, the greatest discrepancy reported was related the statement "Principals were able to offer

practical suggestions for professional growth" where instructional leaders indicated agreement more intensely than teachers. All of the instructional leaders surveyed indicated agreement. Only 70% of the teachers held this perception. A fairly equal number of teachers gave open-ended responses in support of and criticizing principal support.

The importance of principal support was unmistakable. Surprisingly, several teachers' perception of the lack of administrative ability to offer suggestions for growth was evident based on the results. Instructional leaders, on the other hand, reported that the principals were proficient in this area. These results were unexpected since all school based administrators had been calibrated to ensure effective use of the evaluation instrument. They also received training in effective feedback. These results lead the researcher to question if the perceptions were truly based on a lack of supportive suggestions from administrators or the teachers not understanding and implementing the suggestions given. It is also possible that the administrators were not assessing classroom practices with fidelity as performance evaluation has the potential to be subjective.

Regardless, principals must be cognizant of these perceptions in relation to teacher-morale. Principals play an important role in providing a culture of focus on improving student learning. School capacity is fundamental to a successful school reform with principal leadership as a key component leading to improvement in student achievement (Newmann, King, & Youngs, 2000). The development of disseminated leadership would allow educators to share expertise rather than rely on a hierarchy (Fullan, 2001).

Teacher's Role. Survey questions designed to understand both teachers' and instructional leaders' perceptions asked participants to rate their agreement with statements regarding the teacher's role in the SBI initiative. The research revealed that instructional leaders

held a perception that student success was directly linked to a teachers' skills and ability. Teachers, on the other hand, did not share this perception. Over half of the teachers reported that they may not be able to help some students learn. Only 6%t of the instructional leaders shared this perception. The percent of teachers that perceived the statement, even a teacher with good teaching abilities may not be able to help some students learn as true was much greater than the perceptions of instructional leaders. Half of the instructional leaders surveyed indicated that student achievement is directly relate to teacher skill. Only 25% of the teachers shared this perception. Instructional leaders were more likely to perceive a student's achievement as directly related to their teacher's skills. In addition, instructional leaders were far more likely to perceive underachievement as due to ineffective teaching than teachers.

Findings also indicated a vast discrepancy between what teachers perceived regarding their own implementation of SBI and how instructional leaders perceived the teachers implementation (see Table 11). While teachers reported being comfortable with productive struggle, instructional leaders did not report this happening. Teachers perceived their ability to utilize productive struggle much greater than instructional leaders perceived the teachers' ability. Teachers indicated they were capable of allowing students to plan their own approaches to problem solving, instructional leaders did not perceive this as true. Teachers perceived their ability to prepare students to plan their own approaches to problem solving much higher than instructional leaders. A far greater percentage of instructional leaders than teachers perceived teachers as having difficulty determining appropriate feedback. Most instructional leaders reported feedback as an area of difficulty for teachers while few teachers reported determining feedback as an area of difficulty. All instructional leaders perceived learning goals as beneficial. Only 79% of teachers shared this perception. Instructional leaders were much more likely to

agree or strongly agree that learning goals help students better understand what is expected. About half of the teachers reported difficulty differentiating instructions, however, 79% of instructional leaders reported that teachers were having difficulty differentiating. Instructional leaders perceived that teachers had difficulty differentiation more so than the teachers' perception.

The results showed a significant difference in how teachers perceived their performance in relation to what instructional leaders reported they had observed. The results indicated teachers did not hold themselves accountable for student achievement. On the contrary, instructional leaders viewed student success as a result of teacher ability and skill. These findings correlate with the (Maccini & Gagnon, 2002; Mcmunn, Schenck, & Mccolskey, 2003; Ogawa, Sandholtz, Martinez-Flores, & Scribner, 2003; Sandholtz, Ogawa, & Scribner, 2004b) studies, teacher perceptions of their own practices do not necessarily match what was observed in the classroom.

The teachers of Lagoon County did not feel that they were, to an extent, responsible for student achievement and learning outcomes. On the other hand, instructional leaders felt that the knowledge and educational success or failure of a student rode on the shoulders of the teaching staff. The teachers were also under the impression that they were successfully implementing SBI within their classrooms while their superiors did not feel that the implementation was of high quality. This led the researcher to discern that teachers had a skewed view of their performance. The researcher also questioned why there was such a disconnect between staff members when all concerned parties were moving toward the same goal. No principal in this district had taught in a classroom where SBI was being implemented. This concept was entirely new to all involved parties, and thus creating clear expectations and providing clear feedback was difficult.

Teachers also had a satisfactory perception of their ability to implement SBI. Unexpectedly, there was an overwhelming perception by the instructional leaders that teacher performance was not satisfactory. A lack of communication, productive feedback, and time hinder a principal's ability to offer viable support.

Strengths and Weaknesses of the SBI model and the current approach to PD. The third research question was developed to determine what teachers and instructional leaders perceived as the strengths and weaknesses of the SBI model and the current approach to professional development for implementation.

Professional Development Topics. Participants were asked to rate the coverage of specific aspects of SBI during the PD sessions. The findings were fairly consistent between instructional leaders and teachers (see Table 12). Unanticipated research results indicated that of both instructional leaders and teachers surveyed only 50% or less reported instruction and depth of the standard as central topics; 40% or less reported data and SBI strategies as central topics; and 60% or less reported planning as a central topic.

SBI is a cyclical process of planning, instruction, assessment and reflection, and revising by the teacher which allows students to demonstrate mastery throughout the learning process (Benson, 2012). The surveyed PD topics were integral to successful implementation of SBI. In order for teachers to be successful, they must be provided quality and relevant professional development (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Fullan, 2001). The lack of PD in the surveyed areas could account for the lack of teacher ability to implement SBI as perceived by the instructional leaders.

Purpose of Professional Development. The questionnaire included six queries regarding views of SBI PD. The participants rated the indicators using a Likert scale: 1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree.

The results showed that on average 20% more of the instructional leaders surveyed realized the benefits of SBI PD than was reported by teachers. Surprisingly, approximately only half of the teachers agreed that PD was beneficial, positively impacted student achievement, or assisted in meeting learners' needs (see Table 13). Both instructional leaders and teachers perceived that PLCs were too often spent discussing procedures and non-pedagogical obligations. A far greater percentage of instructional leaders than teachers perceived that PD provided teachers with research-based instructional strategies that assisted all learners in meeting rigorous academic standards. Interestingly, teachers were a lot more likely to report that PD was useful if they had fewer years of teaching experience.

Open-ended responses related to the category of PD were in line with the quantitative findings (see Table 14). Three major themes emerged: Content, Amount, and Staffing. Although teachers perceived content equally as a strength and a weakness of SBI PD, the majority of the comments affirming content as a strength were not related to District produced PLCs. Instructional leaders described the lack of knowledgeable staff as a weakness.

These findings were in line with the results regarding teacher buy-in. It was not surprising that teachers reported ineffective PD given their lack of belief in the initiative. Much like the Giorgi, Roberts, Estepp, Conner, and Stripling (2013) study, this could in turn contribute to the possible relationship between teacher beliefs and classroom teaching practices.

SBI Model Itself. Open-ended responses related to the category of SBI itself were also in line with the quantitative findings (see Table 15). Seven major themes emerged: Teacher

Effort, Standards/Assessments, Overwhelming, Students, Teacher Understanding/Ability, and Resources. Resources, as perceived by teachers, were by far the greatest perceived hindrance to the successful implementation of SBI. Half of the instructional leaders that responded also held resources as the second greatest hindrance. Time was a common concern coupled with curriculum maps and iReady.

Teachers and instructional leaders perceived standards and assessments as a barrier. Both a teacher and instructional leader professed that assessments in relation to the standards are subpar. While instructional leaders perceived teacher understanding and/or ability as the greatest barrier, teachers did not place as much weight on its impact. Both teachers and instructional leaders reported teacher effort as a strength.

Again, similar to previous research, these results reveal a possible relationship between teachers' beliefs and classroom implementations (Giorgi, Roberts, Estepp, Conner, & Stripling, 2013; Maccini & Gagnon, 2002). The lack of buy-in from the teachers was a reoccurring trend throughout the study. It only stands to reason that the buy-in will be a driving factor in the future success of the SBI initiative.

Recommendations

A few recommendations could be derived from this research which could prove beneficial in supporting the SBI initiative. As the execution of new initiatives are enacted, this study has shown concerns that should be reflected. Common professional development to familiarize teachers with the expectations of standards-based reform has not produced changes in perception or practice. Standards-Based Instruction that is implemented without effective supports in place to ensure fidelity could lead to individual teacher interpretations of their

implication for classroom practice. I have incorporated recommendations that include implications for professional developers, teachers and administrators.

Implication for Professional Developers. The findings of this study indicated that teachers did not receive the guidance and support to effectively implement SBI. It is recommended that the needs of the administrators be addressed. They likely need help in providing the support to their teachers that is necessary to change philosophies and instructional practices. The development of effective professional learning requires the enactment of a systems approach. Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) suggested that, "school leaders learn from experts, mentors, and their peers about how to become true instructional leaders" (p. 3). Training and collaboration opportunities for principals, reading coaches, and instruction leaders could prove beneficial in creating a "culture, structures, and dispositions for continuous professional learning and create pressure and support to help teachers continuously improve by better understanding students' learning needs, making data-driven decisions regarding content and pedagogy, and assessing students' learning within a framework of high expectations" (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

While the District has incorporated instructional rounds, the practice could be taken a step further. City (2011) suggested creating a feedback loop for teachers in addition to developing a common understanding of effective teaching. Bringing teachers in on the walkthroughs and asking the evaluated teacher to join the discussion after could be a powerful way to continually inform and improve teacher practice.

Regardless of who delivers the content, PD Coordinator, Principal, Reading Coach, etc., teachers need to be allotted time to translate theory into practice through sustained and intensive PD (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Garet, Porter, Desimone,

Birman, & Yoon, 2001; Wayne, Yoon, Zhu, & Garet, 2008). Inexperienced teachers were more likely to find PD beneficial. Differentiation of PD could assist in meeting the needs of all teachers.

Implications for Teachers. As the importance placed on assessing student learning continues to increase, accountability has shifted from the school to the teacher. Mickelson, Giersch, Stearns, and Moller (2013) contended that with the implantation of NCLB came teacher accountability "based largely on standardized test scores that ostensibly measure how well children have learned the formal curriculum standards set by the state" (p. 3). Teachers have assumed the sole responsibility for student achievement. In this study, many teachers believed they were implementing SBI effectively, however, this was not the case according to instructional leaders who were trained to evaluate effectiveness. It is imperative that teachers take an introspective look at what they are implementing in the classroom in relation to what is expected with SBI.

Avalos (2011) described PD as a multifaceted procedure requiring specific characteristics. Teachers must be intellectually and emotionally involved both independently and mutually. They must possess both the capability and readiness to survey their current attitudes and views. Finally, teachers must be willing to seek out and enact suitable alternatives for growth and modification. Once the teacher unveils classroom practice shortcomings, it may be necessary to seek PD offerings to meet individual needs.

Full engagement in a reform initiative is crucial if a district hopes to build capacity. Results from this study indicate that the teachers were not engaged nor did they fully believe in the SBI model. Stipek, Givvin, Salmon, and Macgyvers (2001) contended that a, "teacher's beliefs and values about teaching and learning affect their teaching practices" (p. 212). If

teachers do not believe in the success of the SBI model, they will not believe in their ability to implement the model. Although not the focus of this study, researchers have examined the impact of teacher efficacy which in turn affects student achievement (Guskey, 1988; Skaalvik & Skaalvik, 2007). According to Guskey (1988), teachers with high efficacy tend to have higher performing students, experiment with methods of instruction, and utilize productive struggle strategies. Teachers must reevaluate their current philosophies and ideals regarding teaching and learning. This may challenge current beliefs and ultimately reshape the instructional practices.

Implications for Administrators. This study reveals the importance of administrative support and feedback. It is imperative that building level administrators support teacher not only with resources, but also mentoring. It was evident that principals had not offered effective feedback given the discrepancy in responses to perceptions of implementation.

Based on the findings from this research, teachers perceived that they were fully implementing the Standards to the extent that they were intended to be implemented. Whereas, administrators felt that their teachers were not teaching to the full extent of the Standard. Teachers also professed that they fully grasped the concept of Standards-Based Instruction, however, instructional leaders expressed that teachers were not implementing Standards-Based strategies with fidelity in the classroom. The principals reported that they were offering substantial feedback that supported teachers in implementing the SBI initiative. Teachers conveyed that there was a lack of sufficient support from both administrators and PD opportunities. It is imperative that administrators consider shared expectations and philosophies about what constitutes good instruction as they strive to support standards-based instruction (Elmore, 1995).

Administrators must present conceptual and applicable connections between previous practices to the SBI initiative. This will help teachers to draw upon prior knowledge to better understand and implement SBI. Lindstrom and Speck (2004) contended that constant professional development must take place within the school site. This professional development should provide teachers with the context, content, and processes needed to generate modifications in classroom practices. School based leadership is one of the most important factors contributing to school success (Louis, Leithwood, Wahlstrom, & Anderson, 2004). School based administrators must realize and take action upon teacher perceived barriers.

Limitations

As with all research studies, this study has to acknowledge limitations. Basic issues of utilizing survey data exist despite efforts to increase construct validity and to minimize measurement errors.

The data are self-reported. This presents some level of validity issues and response bias. The findings of this study are established by participants' own perceptions of SBI and the initiative implemented by the District. Participants my not necessarily be able to adequately self-evaluate or classify optimal PD implementation. However, understanding the experiences of these educated professionals may bring about valuable awareness into ways to improve the implementation of reform.

The researcher is a former school based administrator and current district level administrator, therefore, acquired data is subject to researcher bias. The researcher was cognizant of the possible concern of conducting research within a district where she would be adopting a dual role. Participants were offered ample opportunity to "opt out" of the research if they desired. The integrity of the participants was respected and valued throughout the study.

This included the confidentiality and anonymity of their accounts in the written synopses of the research.

Having been a school based administrator, the researcher had previously developed her own views on the value of Standards-Based Instruction. Given her fifteen year classroom teacher experience, she recognized the impact differentiation, student centered learning, and assessment / feedback had on instruction. The researcher was conscious of the potential concern of conducting research on a topic she held in high regard. The researcher was careful to review previous research from alternative standpoints. In addition, care was taken to consider varying viewpoints when making speculations on the data collected.

The results and conclusions from this case study cannot be generalized or applied to the entire population of teachers or other school districts implementing Standards-Based Instruction. Hence, the findings are not meant to be generalized to a larger population. Rather, they characterize the perceptions and attitudes among this group which nurture inquiries to be further explored.

Further Research

Standards-Based Instruction is possibly the most promising solution to low student achievement in America. SBI has been attributed to the success of high-performing schools and classrooms (Tomlinson, 2000). This study is a starting point for analyzing the effects of collective participation professional development on the implementation of a Standards-Based Instruction initiative. Further research is required to exclude limitations of this study and validate its findings.

First, this study explored perceptions of teachers and instructional leaders one-year after the introduction of the SBI initiative. Future research must investigate the longitudinal impact of PD efforts on the implementation of SBI.

Second, in order to better understand to what extent PD effects the implementation of SBI across Districts, a similar study should be conducted in Districts with similar demographic qualities. Replication of this study in other districts using the same professional development model would help to confirm the findings in other settings.

Third, further research on administrative practices in reform is need. Administrative capacity is a barrier that teachers cannot control. Research should include an understanding of how the practices of school leaders impact professional development and the teaching practices of their staff.

Finally, although this study did not investigate self-efficacy, it was evident in teacher responses. Further examination of this phenomenon would be insightful to defining how teacher's efficacy beliefs impact classroom practices. This researcher's long term research goal is to create a model of systemic change based on the relationship between collective participation professional development and teachers' perception and classroom implementation of standards-based instruction (SBI). Joseph and Reigeluth (2005) claimed that "systemic change requires substantial changes in all aspects of an educational system (eg, government policy, board of education, district office, schools, classroom practices, curriculum, assessment)" (p. 938).

Conclusion

Elementary and Secondary Education Act (ESEA), Improving America's Schools Act (IASA), No Child Left Behind (NCLB), and Common Core State Standards (CCSS) collectively innovated the legacy of school reform. Each had a common goal of improved student

achievement, however, the application of new innovations was required at each stage. This researcher contends that the little success of the aforementioned initiatives in closing the achievement gaps was a result of organizational structures and systems unprepared for what was coming. Schools across the nation have been asked to implement significant changes in limited time frames.

The Lagoon County School District through the Strategic Plan has proposed methodologies to fully implement Standards-Based instruction Districtwide. However, this research reveals that additional training and support are necessary for success. This can be achieved through focused PD that allows for the differentiation of individual teacher needs. Although administrators have been trained on feedback tactics, teachers continue to perceive suitable and supportive feedback as a barrier. In order for longitudinal implementation of SBI to be successful, principals in this District must acknowledge and accommodate for teachers' perceptions of potential limitations. In turn, teachers must hold themselves accountable for acquiring the required skills necessary to make the initiative a success.

College and career readiness are now at the forefront of current educational reforms. Again, significant changes must transpire to make certain that teachers are capable of ensuring all students achieve mastery. Educators and leaders must employ professional development opportunities that contribute to the evolution of effective teaching practices that incorporate the rigor required to achieve success. Standards-Based Instruction has the potential to meet this challenge. This will not transpire overnight. The educators and instructional leaders working in the Lagoon County School District have acknowledged this undertaking and are establishing organizational change that has the opportunity to positively impact student achievement.

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Appendix A

Introductory Email to Recruit Teacher Participants in Study

Sherry Wise
[redacted]

Dear Educator,

I am emailing to invite you to participate in a research study on the impact of collective participation professional development on teachers' implementation of Standards-Based Instruction. My name is Sherry Wise, and I am a doctoral candidate in the School of Education's Instruction Systems Technology Program at Indiana University. I am interested in understanding what meaning and purpose district wide educators and leaders ascribe to the instructional implementation of standards-based instruction given ongoing collective participation in professional development experiences. I intend to survey a sample of the district's teachers who participated in school and district based professional development during the 2015-2015 school year. As a result of the work in this study, I wish to learn:

1. What do teachers and administrators perceive as the purpose of the SBI initiative?
2. What do teachers and administrators perceive as their role in the SBI initiative?
3. What do teachers perceive as the strengths and weaknesses of the current approach to SBI professional development?
4. How have teachers utilized the SBI professional development to modify their instructional practices?

Participation in this research study is voluntarily. This research study consists of an online survey administered through Qualtrics and should take approximately 10-15 minutes to complete.

There are two stages for this study. Stage 1 is the completion of this survey. Stage 2 consists of a classroom observation and semistructured interviews that will be conducted at a later date. Participation in the observation and semistructured interview is also voluntary. Once the survey is complete, you will be asked if you are willing to participate in Stage 2 of this study. If yes, you will then be asked to provide your contact information. There will then be a possibility that the researcher will contact you after the survey closes to arrange for the observation and interview.

Any participant who completes the survey will be assigned a random ID number in order to protect the confidentiality of responses. School sites will be given pseudonyms to further ensure anonymity. Please be assured all your survey responses will remain confidential. Any identifying information collected in this survey will not be used in any of the reporting and analysis of the data. You are not obligated to participate in any of the stages of this study.

The deadline for completion of this survey is Friday, November 4, 2016. Please use the link below to complete the survey. Thank you for your participation, and please do not hesitate to contact me if you have any questions regarding this study.

Survey Link

Sincerely,

Sherry Wise

Appendix B

Teacher Questionnaire

Thank you for taking the time to complete this questionnaire. In this questionnaire the term ***Professional Development (PD)*** refers to any experience that helps K-12 teachers grow professionally. This could include Professional Learning Communities (PLCs), college or university courses, early release days, workshops, study groups, conferences, or other activities. PD can occur in both formal and informal settings. ***Standards-Based Instruction (SBI)*** refers to a method of teaching focused on what students need to know, understand, and be able to do based on content standards.

Please answer the questions based on your experiences during the 2015-2016 school year.

Section One

A: Demographic Information

1. Name of school during the 2015-2016 school year:

☐ OHS	☐ YMS	☐ SEM
☐ OAA	☐ CES	☐ SES
☐ OFC	☐ EES	☐ District Level
☐ OMS	☐ NES	

2. Position held during the 2016-2017 school year:
☐ Teacher
☐ Other

3. Gender:
☐ Male
☐ Female

4. Completed years of classroom experience at the end of the 2015-2016 school year:

☐ 0-2	☐ 6-10	☐ 16-20
☐ 3-5	☐ 11-15	☐ 21+

5. Grade level taught during the 2015-2016 school year:

☐ Elementary (k-5)	☐ High (9-12)
☐ Middle (6-8)	☐ Other

6. Primary subject taught during the 2015-2016 school year:

☐ Elementary
☐ Science
☐ ESE
☐ Social Studies
☐ Math
☐ ELA/Reading
☐ Vocational
☐ Other
☐ Specials (media, art, music, etc.)

7. Completed years of experience in your 2015-2016 position:

☐ 0-2
☐ 3-5
☐ 6-10
☐ 11-15
☐ 16-20
☐ 21+

8. Describe your ethnicity. (check one)

☐ African-American
☐ Asian-American
☐ Latino/Hispanic American
☐ Caucasian
☐ Other

9. What is the highest degree you hold?

☐ Bachelors (BA or BS)
☐ Masters (MA, MS or Med)
☐ Masters Equivalency
☐ Multiple Masters
☐ Doctorate (Ph.D. or Ed.D.)

10. What was your major field of study for your bachelor's degree? Check ALL that apply.

☐ Elementary Education
☐ Middle School Education
☐ Education Major Specific to your Subject Area
☐ Other Discipline

11. What type(s) of state certification do you currently have? Check ALL that apply.

☐ Temporary Certification
☐ Professional Certification
☐ Elementary/Early Childhood Certification
☐ Middle School Certification
☐ Secondary Certification
☐ Vocational
☐ Special Education (ESE) Certification
☐ Educational Leadership Certification

B: Resources and Inputs for Professional Development

1. How many hours of professional development did you attend during the 2015-2016 school year?

☐ 0-20 ☐ 21-40 ☐ 41-60 ☐ 61-80 ☐ 81-100 ☐ 101+ ☐ I didn't attend professional development

2. On average, how many teachers were affected by the professional development?

☐ 0-20 ☐ 21-40 ☐ 41-60 ☐ 61-80 ☐ 81-100 ☐ 101+ ☐ I didn't attend professional development

In the professional development activities you attended during the 2015-2016 school year, which of the following topics were discussed?

NC=Topic Not Covered MC=Minimal Coverage of Topic CT=Central Topic

PD Activity	
3. Teaching to the Depth of the Standard	NC MC CT
4. Lesson Planning (learning goals, rubrics, collaboration, etc.)	NC MC CT
5. Instruction (formative assessment, assignments, evidence of learning, feedback, etc.)	NC MC CT
6. Using data to drive instruction	NC MC CT
7. Standards-Based Strategies (text complexity, conceptual understanding, higher order questions/thinking, etc.)	NC MC CT

Section Two

C: Principal's Role in SBI

Based on your experiences during the 2015-2016 school year, indicate the extent of your agreement with the statements below.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. The profession development in the area of SBI prepared me to better meet the needs of all learners.	SA	A	U	D	SD
2. My principals were well prepared to identify and carry out the professional development needs in the area of SBI.	SA	A	U	D	SD
3. My principals viewed the PD of teachers as a top priority	SA	A	U	D	SD
4. My principals were able to offer practical suggestions for professional growth.	SA	A	U	D	SD
5. PLC goals were aligned with the SBI goals of the school district.	SA	A	U	D	SD
6. My principals offered feedback and support that ensured adequate implementation of SBI.	SA	A	U	D	SD

D: Teacher's Role in SBI

Based on your experiences during the 2015-2016 school year, indicate the extent of your agreement with the statements below.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. Teachers have received adequate training and understand how to implement SBI.	SA	A	U	D	SD
2. Teachers have adequate instructional time to teach all standards for their content.	SA	A	U	D	SD
3. Teachers utilized student data to determine learning priorities and individual student progress.	SA	A	U	D	SD
4. It is often difficult to differentiate instruction.	SA	A	U	D	SD
5. I saw the benefit of utilizing SBI.	SA	A	U	D	SD
6. My instructional practices focused on SBI strategies.	SA	A	U	D	SD

E: Perceptions of SBI PD

Based on your experiences during the 2015-2016 school year, indicate the extent of your agreement with the statements below.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. The purpose of PD for K-12 teachers was to increase student achievement by improving instruction.	SA	A	U	D	SD
2. Administrators played an important role in defining professional development activities in this district.	SA	A	U	D	SD

3. The focus of professional development was influenced by the District's Strategic Plan strategy to focus PLCs on SBI.	SA	A	U	D	SD
4. The majority of PLCs were beneficial in helping teacher's better implement SBI.	SA	A	U	D	SD
5. Too often, PLCs were spent discussing procedures and non-pedagogical obligations	SA	A	U	D	SD
6. PD provided teachers with research-based instructional strategies that assisted all learners in meeting rigorous academic standards.	SA	A	U	D	SD
7. PD positively impacted student achievement.	SA	A	U	D	SD
8. SBI is effective in increasing student achievement.	SA	A	U	D	SD

Section Three

F: Effects of SBI

Please indicate how, if at all, the following have changed as a result of the SBI initiative.

OW=A Lot Worse IW=A Little Worse NC=No Change IB=A Little Better OB=A Lot Better

1. Teachers' focus on student learning	OW	IW	NC	IB	OB
2. Principals' focus on student learning	OW	IW	NC	IB	OB
3. Academic rigor of the curriculum	OW	IW	NC	IB	OB
4. Morale of school staff	OW	IW	NC	IB	OB
5. Coordination of curriculum across grade levels	OW	IW	NC	IB	OB
6. The extent to which innovative instructional approaches are used	OW	IW	NC	IB	OB
7. Assistance with implementing innovative instructional approaches	OW	IW	NC	IB	OB
8. Student engagement	OW	IW	NC	IB	OB
9. Standardized test scores	OW	IW	NC	IB	OB
10. Time spent beyond the school day planning instruction	OW	IW	NC	IB	OB
11. Available resources (books, curriculum,	OW	IW	NC	IB	OB
12. Assistance analyzing assessment data	OW	IW	NC	IB	OB

G: SBI in Practice

Based on your experiences during the 2015-2016 school year, indicate the extent of your agreement with the statements below.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. Learning goals help students better understand what is expected of them.	SA	A	U	D	SD
2. Teachers have difficulty determining the appropriate feedback students need to better understand a concept.	SA	A	U	D	SD
3. Formative assessments are difficult to create, implement, and/or evaluate.	SA	A	U	D	SD
4. I am fully capable of implementing instructional shifts into my lessons.	SA	A	U	D	SD
5. If students are underachieving, it is most likely due to ineffective teaching.	SA	A	U	D	SD
6. The utilization of SBI helps students to better understand the material.	SA	A	U	D	SD
7. Students at my grade level think concretely, and teachers can't be expected to teach them to work with abstract concepts.	SA	A	U	D	SD
8. Teaching to the standard hinders a student's ability to fully understand the material.	SA	A	U	D	SD
9. Students' achievement is directly related to their teacher's skills.	SA	A	U	D	SD
10. SBI increases student achievement on District and state mandated tests.	SA	A	U	D	SD

11. I can help students learn to work on their own to gather appropriate evidence to support their ideas.	SA	A	U	D	SD
12. I am comfortable letting my students struggle with a problem for which there is no immediately obvious method of solution.	SA	A	U	D	SD
13. I have a difficult time getting my students to use clear explanations when discussing their thinking.	SA	A	U	D	SD
14. I know how to prepare students to plan their own approaches to solving problems.	SA	A	U	D	SD
15. Even a teacher with good teaching abilities may not be able to help some students learn.	SA	A	U	D	SD

Section H: Open-ended Questions

1. Think of a specific PD you attended during the 2015-2016 school year. Briefly describe the event. How was the District's Strategic Plan goal regarding SBI addressed during the activity?
2. What do you view as the current strengths and/or barriers to successful implementation of SBI?
3. Please share any comments about SBI and/or PD that you were not able to discuss as you answered the questionnaire.
4. Would you be willing to participate in an observation and interview to help enhance my research? If so, please include your email, school building, and subject taught.

Appendix C

Introductory Email to Recruit Principal Participants in Study

Sherry Wise


Dear Administrator / Instructional Leader,

I am emailing to invite you to participate in a research study on the impact of collective participation professional development on teachers' implementation of Standards-Based Instruction. My name is Sherry Wise, and I am a doctoral candidate in the School of Education's Instruction Systems Technology Program at Indiana University. I am interested in understanding what meaning and purpose district wide educators and leaders ascribe to the instructional implementation of standards-based instruction given ongoing collective participation in professional development experiences. I intend to survey a sample of the district's teachers who participated in school and district based professional development during the 2015-2015 school year. As a result of the work in this study, I wish to learn:

1. What do teachers and administrators perceive as the purpose of the SBI initiative?
2. What do teachers and administrators perceive as their role in the SBI initiative?
3. What do teachers perceive as the strengths and weaknesses of the current approach to SBI professional development?
4. How have teachers utilized the SBI professional development to modify their instructional practices?

Participation in this research study is voluntarily. This research study consists of an online survey administered through Qualtrics and should take approximately 10-15 minutes to complete.

There are two stages for this study. Stage 1 is the completion of this survey. Stage 2 consists of a classroom observation and semistructured interviews that will be conducted at a later date. Participation in the observation and semistructured interview is also voluntary. Once the survey is complete, teachers will be asked if they are willing to participate in Stage 2 of this study. If yes, they will then be asked to provide contact information. There will then be a possibility that the researcher will contact both the teacher and administrator after the survey closes to arrange for the observation and interview.

Any participant who completes the survey will be assigned a random ID number in order to protect the confidentiality of responses. School sites will be given pseudonyms to further ensure anonymity. Please be assured all your survey responses will remain confidential. Any identifying information collected in this survey will not be used in any of the reporting and analysis of the data. You are not obligated to participate in any of the stages of this study.

The deadline for completion of this survey is Friday, November 4, 2016. Please use the link below to complete the survey. Thank you for your participation, and please do not hesitate to contact me if you have any questions regarding this study.

Survey Link

Sincerely,

Sherry Wise

Appendix D

Principal Questionnaire

Thank you for taking the time to complete this questionnaire. In this questionnaire the term ***Professional Development (PD)*** refers to any experience that helps K-12 teachers grow professionally. This could include Professional Learning Communities (PLCs), college or university courses, early release days, workshops, study groups, conferences, or other activities. PD can occur in both formal and informal settings. ***Standards-Based Instruction (SBI)*** refers to a method of teaching focused on what students need to know, understand, and be able to do based on content standards.

Please answer the questions based on your experiences during the 2015-2016 school year.

Section One

A: Demographic Information

1. Name of school during the 2015-2016 school year:

☐ OHS	☐ YMS	☐ SEM
☐ OAA	☐ CES	☐ SES
☐ OFC	☐ EES	☐ District Level
☐ OMS	☐ NES	

2. Position held during the 2016-2017 school year:

☐ School Based Administrator
☐ District Level Administrator
☐ Instructional Leader (Reading Coach, etc)

3. Gender:

☐ Male
☐ Female

4. Completed years of classroom experience:

☐ 1-2	☐ 11-15	☐ 0
☐ 3-5	☐ 16-20	
☐ 6-10	☐ 21+	

5. Completed years of experience as a school based administrator:

☐ 1-2	☐ 6-10	☐ 16-20
☐ 3-5	☐ 11-15	☐ 21+

☐ 0

6. Completed years as a District level administrator:

☐ 1-2	☐ 11-15	☐ 0
☐ 3-5	☐ 16-20	
☐ 6-10	☐ 21+	

7. Completed years of experience in your 2015-2016 position:

☐ 0-2	☐ 6-10	☐ 16-20
☐ 3-5	☐ 11-15	☐ 21+

8. Describe your ethnicity. (check one)

☐ African-American
☐ Asian-American
☐ Latino/Hispanic American
☐ Caucasian
☐ Other

9. What is the highest degree you hold?

☐ Bachelors (BA or BS)
☐ Masters (MA, MS or Med)
☐ Masters Equivalency
☐ Multiple Masters
☐ Doctorate (Ph.D. or Ed.D.)

10. What was your major field of study for your bachelor's degree? Check ALL that apply.

☐ Elementary Education
☐ Middle School Education
☐ Education Major Specific to your Subject Area
☐ Other Discipline

11. What type(s) of state certification do you currently have? Check ALL that apply.

☐ Temporary Certification
☐ Professional Certification
☐ Elementary/Early Childhood Certification
☐ Middle School Certification
☐ Secondary Certification
☐ Vocational
☐ Special Education (ESE) Certification
☐ Educational Leadership Certification

B: Resources and Inputs for Professional Development

1. How many hours of professional development were you responsible for planning for teachers during the 2015-2016 school year?

☐ 1-20
☐ 21-40
☐ 41-60
☐ 61-80
☐ 81-100
☐ 101+
☐ I didn't plan or provide professional development

2. How many teachers were affected by the professional development you provided or planned?

☐ 1-20
☐ 21-40
☐ 41-60
☐ 61-80
☐ 81-100
☐ 101+
☐ I didn't plan or provide professional development

In the professional development activities you provided or planned for teachers during the 2015-2016 school year, which of the following topics were discussed?

NC=Topic Not Covered MC=Minimal Coverage of Topic CT=Central Topic

PD Activity	
3. Teaching to the Depth of the Standard	NC MC CT
4. Lesson Planning (learning goals, rubrics, collaboration, etc.)	NC MC CT
5. Instruction (formative assessment, assignments, evidence of learning, feedback, etc.)	NC MC CT
6. Using data to drive instruction	NC MC CT
7. Standards-Based Strategies (text complexity, conceptual understanding, higher order questions/thinking, etc.)	NC MC CT

Section Two

C: Principal's Role in SBI

Based on your experiences during the 2015-2016 school year, indicate the extent of your agreement with the statements below.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. The profession development in the area of SBI provided to teachers prepared them to better meet the needs of all learners.	SA	A	U	D	SD
2. My training for my current position gave me satisfactory preparation for identifying and carrying out the professional development needs of my staff in the area of SBI	SA	A	U	D	SD
3. Relative to the many responsibilities that I have, the PD of teachers is a top priority	SA	A	U	D	SD
4. As an evaluator of teachers one of my strengths is being able to offer practical suggestions for professional growth	SA	A	U	D	SD
5. PLC goals were aligned with the SBI goals of the school district	SA	A	U	D	SD
6. I offered feedback and support that ensured adequate implementation of SBI.	SA	A	U	D	SD

D: Teacher's Role in SBI

Based on your experiences during the 2015-2016 school year, indicate the extent of your agreement with the statements below.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. The teachers I am responsible for have received adequate training and understand how to implement SBI.	SA	A	U	D	SD
2. Teachers have adequate instructional time to teach all standards for their content.	SA	A	U	D	SD
3. My teachers utilized student data to determine learning priorities and individual student progress.	SA	A	U	D	SD
4. It was often difficult for my teachers to differentiate instruction.	SA	A	U	D	SD
5. My teachers saw the benefit of utilizing SBI.	SA	A	U	D	SD
6. The instructional practices of my teachers focused on SBI strategies.	SA	A	U	D	SD

E: Perceptions of SBI PD

Based on your experiences during the 2015-2016 school year, indicate the extent of your agreement with the statements below.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. The purpose of PD for K-12 teachers was to increase student achievement by improving instruction.	SA	A	U	D	SD
2. Administrators played an important role in defining professional development activities in this district.	SA	A	U	D	SD

3. The focus of professional development was influenced by the District's Strategic Plan strategy to focus PLCs on SBI.	SA	A	U	D	SD
4. The majority of PLCs were beneficial in helping teacher's better implement SBI.	SA	A	U	D	SD
5. Too often, PLCs were spent discussing procedures and non-pedagogical obligations	SA	A	U	D	SD
6. PD provided teachers with research-based instructional strategies that assisted all learners in meeting rigorous academic standards.	SA	A	U	D	SD
7. PD positively impacted student achievement.	SA	A	U	D	SD
8. SBI is effective in increasing student achievement.	SA	A	U	D	SD

Section Three

F: Effects of SBI

Please indicate how, if at all, the following have changed as a result of the SBI initiative.

OW=A Lot Worse IW=A Little Worse NC=No Change IB=A Little Better OB=A Lot Better

1. Teachers' focus on student learning	OW	IW	NC	IB	OB
2. Principals' focus on student learning	OW	IW	NC	IB	OB
3. Academic rigor of the curriculum	OW	IW	NC	IB	OB
4. Morale of school staff	OW	IW	NC	IB	OB
5. Coordination of curriculum across grade levels	OW	IW	NC	IB	OB
6. The extent to which innovative instructional approaches are used	OW	IW	NC	IB	OB
7. Assistance with implementing innovative instructional approaches	OW	IW	NC	IB	OB
8. Student engagement	OW	IW	NC	IB	OB
9. Standardized test scores	OW	IW	NC	IB	OB
10. Time spent beyond the school day planning instruction	OW	IW	NC	IB	OB
11. Available resources (books, curriculum,	OW	IW	NC	IB	OB
12. Assistance analyzing assessment data	OW	IW	NC	IB	OB

G: SBI in Practice

Based on your experiences during the 2015-2016 school year, indicate the extent of your agreement with the statements below.

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

1. Learning goals help students better understand what is expected of them.	SA	A	U	D	SD
2. My teachers have difficulty determining the appropriate feedback students need to better understand a concept.	SA	A	U	D	SD
3. Formative assessments are difficult to create, implement, and/or evaluate.	SA	A	U	D	SD
4. My teachers are fully capable of implementing instructional shifts into lessons.	SA	A	U	D	SD
5. If students are underachieving, it is most likely due to ineffective teaching.	SA	A	U	D	SD
6. The utilization of SBI helps students to better understand the material.	SA	A	U	D	SD
7. Students at my school level think concretely, and teachers can't be expected to teach them to work with abstract concepts.	SA	A	U	D	SD
8. Teaching to the standard hinders a student's ability to fully understand the material.	SA	A	U	D	SD
9. Students' achievement is directly related to their teacher's skills.	SA	A	U	D	SD
10. SBI increases student achievement on District and state mandated tests.	SA	A	U	D	SD

11. My teachers can help students learn to work on their own to gather appropriate evidence to support their ideas.	SA	A	U	D	SD
12. My teachers are comfortable letting my students struggle with a problem for which there is no immediately obvious method of solution.	SA	A	U	D	SD
13. My teachers have a difficult time getting students to use clear explanations when discussing their thinking.	SA	A	U	D	SD
14. My teachers know how to prepare students to plan their own approaches to solving problems.	SA	A	U	D	SD
15. Even a teacher with good teaching abilities may not be able to help some students learn.	SA	A	U	D	SD

Section H: Open-ended Questions

1. Think of a specific PD you were responsible for planning and/or delivering during the 2015-2016 school year. Briefly describe the event. How did the District's Strategic Plan goal regarding SBI influence the activity?
2. What do you view as the current strengths and/or barriers to successful implementation of SBI?
3. Please share any comments about SBI and/or PD that you were not able to discuss as you answered the questionnaire.

SHERRY WISE, ED.D.

Curriculum Vitae

EDUCATION

Indiana University, Instructional Systems Technology 2018
Ed.D in Instructional Systems Technology
Minor - Educational Leadership

Eastern New Mexico University 2012
Certification, Educational Leadership

Walden University 2009
M.S. in Education, Technology Integration

Indiana University 1992
B.S. in Education

ADMINISTRATIVE APPOINTMENTS

Director of Human Resources 2016-present
Okeechobee County School District, Okeechobee FL

Assistant Principal 2013-2016
Okeechobee High School, Okeechobee FL

ACADEMIC APPOINTMENTS

Team Leader / Science Teacher 2011-2013
Okeechobee County School District, Okeechobee FL

Mathematics, Business, Computer Teacher 1998-2011
West Washington Schools, Campbellsburg, IN

Adjunct Mathematics Teacher 2000
Ivy Tech Community College, Sellersburg, IN

PROFESSIONAL TRAINING

Employment Law Seminar	2017
Skyward (HRIS) iCon Conference	2017
Skyward (HRIS) Local Group Peer Training	2017
Florida Association of School Personnel Administrators (FASPA) Conference	2016, 2017
Office of Equity and Equal Opportunity (OEEO) Conference	2016
American Association of School Personnel Administrators (AASPA) Conference	2016
Skyward (HRIS) Personalized Training	2016
Targeted Selection Training	2016
Florida Educational Negotiators Conference	2016
Google Certification Training	2015
Appreciative Inquiry Leadership Training	2014 / 2015
AVID National Conference	2014
College Board AP Institute	2014
AVID Summer Institute	2014
Florida Educational Technology Conference	2013, 2014, 2015
The Heartland Education Consortium Summer Leadership Conference	2013, 2014
C@mp IT	2013, 2014
The Heartland Education Consortium CCSS Workshop	2013
Common Core State Standards Leadership Training	2013
Mock Active Shooter Training	2013
Florida Association of Science Teachers Conference	2011, 2012
Indiana Business Education Association Conference	2010
Grant Writing Seminar	2009
National Middle School Association Teachers Conference	2009
Google in the Classroom	2008
SMART Board Training	2008

PROFESSIONAL SERVICES & AFFILIATIONS

Healthy Start Board of Directors, Elected Secretary

Florida Association of School Personnel Administrators (FASPA)

American Association of School Personnel Administrators (AASPA)

Treasure Coast HR Directors

HR Directors of Heartland Educational Consortium

Former Paoli Chamber of Commerce Board of Directors Member

PRESENTATIONS

"Substitute Teacher Onboarding." Okeechobee Substitutes. Okeechobee, FL. Ongoing 2017-2018. Training.

"New Teacher Onboarding." Okeechobee School Teachers. Okeechobee, FL. 2017. Training.

"HR Updates Admin Retreat." Okeechobee School Leaders. Okeechobee, FL. 2017. Presentation.

"Strategic Planning and Update – Human Capital." Okeechobee School Board. Okeechobee, FL. 2017. Presentation.

"Employment Outlook." Okeechobee School Board. Okeechobee, FL. 2017. Presentation.

"FMLA and LOA Procedures." Okeechobee School District Administrators and Supervisors. Okeechobee, FL. 2017. Training.

"Screen, Interview, and Hire New Employees – Legal Considerations." Okeechobee School District Administrators and Supervisors. Okeechobee, FL. 2017. Training.

"Substitute Teacher Onboarding." Okeechobee Substitutes. Okeechobee, FL. Ongoing 2016-2017. Training.

"New Teacher Onboarding." Okeechobee School Teachers. Okeechobee, FL. 2016. Training.

"HR Updates Admin Retreat." Okeechobee School Leaders. Okeechobee, FL. 2016. Presentation.

“Strategic Planning and Update – Human Capital.” Okeechobee School Leaders. Okeechobee, FL. 2016. Presentation.

“Employment Outlook.” Okeechobee School Board. Okeechobee, FL. 2016. Presentation.

“Mathematics Alignment.” Okeechobee School District Mathematics Teachers. Okeechobee, FL 2015-2016. Year Long Workshop.

“Learning Goals.” Okeechobee High School Teachers. Okeechobee, FL. 2014. Training.

“Classroom Management.” Okeechobee High School New Teachers. Okeechobee, FL. 2014. Training.

“Differentiated Instruction.” Okeechobee High School Teachers. Okeechobee, FL. 2014. Training.

“Performance Matters Data.” Okeechobee High School Teachers. Okeechobee, FL. 2014. Workshop.

“Technology Integration.” Okeechobee High School Teachers. Okeechobee, FL. 2013. Workshop.

“Reaching Every Student: Success Through Differentiation & Technology.” C@mp IT Conference. Okeechobee, FL. 2013. Presentation.

“Going Mobile: Modernizing Classroom Instruction with BYOD.” C@mp IT Conference. Okeechobee, FL. 2013. Presentation.

Wise-EdTech Bi-Monthly Newsletter (2012-2013): Print.

"Instructional Technologies." Okeechobee School District Employees. Okeechobee, FL. 2013. Workshop.

"Writing Student Friendly Learning Goals." Osceola Middle School Teachers. Okeechobee, FL. 2012. Workshop.

"Diversified Instruction Utilizing Student Learning Styles." Osceola Middle School Teachers. Okeechobee, FL. 2011. Training.

"Incorporating SMART Boards into Your Curriculum." West Washington School Teachers. Campbellsburg, IN. 2010. Training.

"Web 2.0 Tools in the Classroom." West Washington School Teachers. Campbellsburg, IN. 2009. Workshop.